DOCUMENT RESUME

ED 357 830 PS 021 200

AUTHOR Shelton, Barbara Payne
TITLE Selecting and Developing Internship Sites for Child Development Interns Which Demonstrate Developmentally Appropriate Practices.
PUB DATE 92
NOTE 134p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Child Development; Classroom Techniques; Cooperating Teachers; Early Childhood Education; Field Experience Programs; Higher Education; *Internship Programs; Program Evaluation; Questionnaires; Site Analysis; *Site Selection; *Student Experience; *Student Teachers
IDENTIFIERS *Developmentally Appropriate Programs

ABSTRACT

This practicum report describes the development of a systematic method whereby students would be able to select internship sites that demonstrate developmentally appropriate practices in early childhood education. Students in a child development internship program were provided guidelines for selecting an appropriate field placement; students were also given an inventory with which to evaluate potential sites. Using evaluation tools that included questionnaires, checklists, and self-evaluation forms, students were able to select developmentally appropriate placements and to identify both appropriate and inappropriate practices in the classroom. Appendices include: (1) a copy of the internship placement questionnaire and a summary of student interns' questionnaire responses; (2) an inventory of classroom practices; (3) evaluation forms for cooperating teachers, students, placement sites, and college internship supervisors; (4) student guidelines for selecting internship placements; (5) a handbook for the internship program; (6) a preliminary letter to interns; and (7) letters to cooperating teachers. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED357830

Selecting and Developing Internship Sites for Child Development Interns Which Demonstrate Developmentally Appropriate Practices

by

Barbara Payne Shelton

Cluster 44

PS 021900

A Practicum I Report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Barbara Payne Shelton
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOVA UNIVERSITY

1992

ABSTRACT

Selecting and Developing Internship Sites for Child Development Interns Which Demonstrate Developmentally Appropriate Practice. Shelton, Barbara Payne, 1992: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Interns/Student Teaching/Early Childhood Education/Teacher Education/Developmentally Appropriate Practice

This practicum was designed to develop a systematic method of student selection of internship placement sites in early childhood education which demonstrate developmentally appropriate practices. Students were provided guidelines on selecting an appropriate placement as well as an inventory to use in evaluating potential sites.

The writer developed the following tools for the practicum: 1) guidelines for site selection; 2) an internship handbook; 3) two workshops for cooperating teachers on developmentally appropriate practices; 4) a site evaluation form for students to complete at the end of their placement; 5) checklist for cooperating teachers; and 6) a questionnaire on the success and appropriateness of placements, which was administered to previous interns as well as those involved in the practicum.

Analysis of the date revealed that the students were able to select developmentally appropriate placements and that they were able to identify both appropriate and inappropriate practices in the classroom. Student satisfaction was such that each student recommended her placement to future students.

****

TABLE OF CONTENTS

Page

TABLE OF CONTENTS iii

LIST OF TABLES iv

LIST OF FIGURES v

Chapter

I INTRODUCTION 1

Description of College and Community 1

The Child Development Program 1

The Author's Role in the Child Development Program 4

II STUDY OF THE PROBLEM 5

Problem Description: Developing Appropriate 5

Problem Documentation 5

Analysis of the Causes of Inappropriate Placements 7

Analysis of the Professional Literature Regarding Developmentally Appropriate Field Placements 8

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 14

Goals and Expectations 14

Measurement of Outcomes 15

Mechanism for Reporting Unexpected Events 18

IV SOLUTION STRATEGY 19

Discussion and Evaluation of Possible Solutions 19

Description and Justification of Solutions Selected 23

Page

Calendar 25

V RESULTS, DISCUSSION, AND RECOMMENDATIONS 28

Review of the Problem 28

Results 29

Discussion and Recommendations 47

Dissemination 50

REFERENCES 52

Appendices

A QUESTIONNAIRE 56

B QUESTIONNAIRE RESPONSES 61

C INVENTORY OF CLASSROOM PRACTICES 78

D CHECKLIST FOR COOPERATING TEACHERS 82

E STUDENT SELF-EVALUATION FORM 84

F STUDENT EVALUATION OF PLACEMENT SITE 86

G EVALUATION OF COLLEGE INTERNSHIP SUPERVISOR 88

H STUDENT GUIDELINES FOR SELECTING AN INTERNSHIP PLACEMENT 91

I HANDBOOK FOR THE INTERNSHIP PROGRAM 94

J PRELIMINARY LETER TO INTERNS 118

K LETTERS TO COOPERATING TEACHERS 120

L LETTERS OF PERMISSION 126

LIST OF TABLES

Page

Table

1 Results of the Evaluation of the College Intern Supervisor 32

2 Mean Scores on the Inventory of Classroom Practices 36

3 Checklist for Cooperating Teachers 38

4 Scores for the Inventory of Classroom Practices 42

LIST OF FIGURES

Figure

1 Student Indication of Sufficient Information to Select an Appropriate Placement 29

2 Student Opinion of Sufficient Personal Knowledge to Select an Appropriate Placement 30

3 Student Opinion of Assistance Received in Selecting an Appropriate Placement 34

4 Reinforcement of Child Development Theory in Placement 35

5 Students' View of the Cooperating Teachers' Understanding of the Requirements of Internship 44

6 Students' View of Their Supervision by Cooperating Teacher 46

CHAPTER I

INTRODUCTION

Description of College and Community

The setting for this practicum was a small, private college in a suburban setting, outside a large city in the eastern United States. The college offers both two and four year undergraduate degrees. Within the college, the Child Development Division offers a two-year Associate of Arts Degree.

The campus is non-residential, and although public transportation from the city is available, most students use private transportation. Tuition at the college is the lowest of any private college in the state, yet many of the students require financial aid and a large number of the students work to pay college costs.

Both day and evening programs are available; most of the day students are of traditional college age, while the evening students are of varying age and background. The majority of the students are first-generation college students and many require developmental courses to improve basic reading and writing skills.

The Child Development Program

The college has traditionally offered an Associate of Arts degree program in Child Development for day students, and a new evening program began in the spring of 1991

Many of the courses in the program emphasize teaching skills, although the program is also designed for students who are interested in other careers that involve working with children. In the past, the majority of the graduates have continued their education in Early Childhood Education, primarily at a local state university. However, the college recently began offering courses leading to teacher certification in both elementary and early childhood education, and it is anticipated that the majority of A. A. graduates in child development will remain for the baccalaureate degree.

Some graduates do not continue their education, instead becoming "senior staff" members in child care upon graduation, usually continuing to attend college on a part-time basis. Each year a few additional students continue their education in other fields, such as speech therapy, child life, or elementary education.

Six Child Development courses are required for graduation, in addition to related courses in other disciplines. Each course involves some hands-on or field experience with children. Most students begin the sequence of Child Development courses during their first semester, taking the Introduction to Childhood Education course. This course covers basic child development of preschool aged children, and includes information on how development shapes group programs as well as possible careers with children.

During the second semester, students typically take three Child Development courses. Learning Experiences for Young Children provides students with an understanding of Developmentally Appropriate Practice, information on how to select appropriate activities for children of various ages, as well as actual classroom experience in a twelve-hour placement in a preschool classroom. Literature for Children is designed to provide students with the skills to evaluate children's literature as well as a beginning exposure to the literature that is available. Students are also required to develop plans for a variety of integrated experiences centered around a literary theme. Creative Art for Children exposes students to the various media available for work with children and places

particular emphasis upon the creative process, rather than the production of specific projects.

During the third semester of the program, students usually take two Child Development courses. The first is Language Development, which enables students to identify the stages of language development in young children, emphasizing methods of fostering appropriate development. The second course is Child Development Internship, in which students spend 90 hours in a preschool placement, where they are responsible for selecting and presenting at least ten different activities for children, in addition to assisting the teacher with activities of her/his design. In addition to the placement, interns also participate in weekly seminar classes led by the college supervisor. Grading for this course is based upon the cooperating teacher's evaluation of the student and observation by the college supervisor, as well as oral and written assignments presented in the seminar.

During the final semester of the program, students have no required Child Development courses. This makes it possible for students to take an optional second internship in a specialization of their own choosing. Beginning in 1992 students will also be able to take a course entitled Mainstreaming in Early Childhood Education, which is designed to introduce students to both theory and practice of working with children with a variety of special needs.

Several other elective courses are offered in the program. They include Infant Care and Development, which incorporates both practical and theoretical information on working with infants and toddlers; Child Care in the Home, which introduces students to the legal and practical aspects of home child care, either as a family day care provider or as a professional child care worker in the child's home; Children in Crisis, in which students learn about the impact of various life crises on children; and Children in Health Care, in which students explore various health care environments involving children. Students who elect to take the three courses related to health care (Children in Health

Care, Children in Crisis and Specialized Internship) receive a notation on their transcript that they completed a specialization on Children in Health Care.

The program is based on a belief in the importance of a well-balanced education, so students are also required to take a variety of liberal arts courses, including courses in art, music, literature, religion, and philosophy. Student understanding of children is also enhanced through two required psychology courses, general psychology and human growth and development.

The Author's Role in the Child Development Program

The author is chair of the Child Development Division. This position involves administrative duties, including hiring of new faculty as well as faculty supervision and curriculum development. The writer is also a member of the faculty and teaches the Learning Experiences for Young Children and Child Development Internship courses.

As the instructor for the internship, the writer functions as the college supervisor of student placement and liaison between the cooperating teachers, directors or principals, and the college. The writer is also responsible for planning and implementing the weekly seminar class for interns. These class sessions enable students to share experiences, explore issues of child development raised in their field placements, and to participlate in problem solving related to their experiences in their assigned centers. The seminar is designed so that students are able to enhance one another's learning and the primary means of instruction is through discussion and/or cooperative learning.

The writer's qualifications for her present position include Master's degrees in both Social Work and Early Childhood Education. Her professional experience includes nine years as a preschool teacher, three years as a school social work consultant, and five years of teaching at the college level as well as other experience in social work.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description: Developing Appropriate Placements

A successful internship in child development requires that students have an opportunity to observe and model developmentally appropriate practice. In the past, this prerequisite had not been met for all students.

Some students had been in placements in which teachers used punishment techniques as classroom management instead of positive discipline. Students had also been in placements in which the majority of the activities were teacher-directed rather than child-centered. One student had a cooperating teacher who did little or no planning, so that the student had no opportunity to observe how the environment can be established for discovery learning.

The problem identified for the internship practicum was selecting and developing placements in which the students could observe and model developmentally appropriate practice.

Problem Documentation

The field placement aspect of teacher education is generally viewed as the single most significant aspect of teacher education (Becher & Ade, 1982; Copeland, 1982). Increasing numbers of colleges are incorporating early field work experiences into their programs, in the belief that such experience enhances students' learning in academic courses (Copeland, 1982).

If field placements are accepted as significant to a student's professional development, it follows that the quality of the placement is also significant. If even one student in a class has a poor placement, the results are significant for that individual.

The existence of inappropriate field placements is supported in a variety of ways, including direct observation by the writer as the college supervisor of interns, by student evaluations of their internship sites and by responses to questionnaire items provided by former interns.

Developmentally Inappropriate Practice Observed by College Supervisor

The writer has been the college supervisor of child development interns since 1988. During the course of supervision, each classroom has been observed from one to three times. During each year since the fall of 1988, at least one student in the internship class has had a negative experience due to an inappropriate placement, as judged by these observations.

Since 1988, four different classrooms have been observed in which the teacher used developmentally inappropriate practice during the observation. For example: 1) One teacher had a group of four year olds sit in circle answering questions individually for 45 minutes; 2) A second teacher presented an "art" lesson which involved having the children color in a picture of a tree. The teacher criticized a student for permitting a child to color the leaves purple instead of green; 3) A third teacher ridiculed a child during an observation, telling him that "You never do what I tell you!"

Student Evaluation of Internship Placements

In December of 1990, the internship students were asked to evaluate their placement for use by future interns. Two of the 18 interns described their placements as

developmentally inappropriate and not demonstrating the child development theory discussed in the college classroom.

Questionnaire Responses by Former Intern Students

Questionnaires were distributed to former internship students for the years 1988-90 (See Appendix A). Forty-eight questionnaires were distributed. Two questionnaires were returned by the postal service, and 38 were completed, 27 from the first mailing and 11 from the second mailing.

Results of the questionnaire were fairly consistent and for the most part, positive (See Appendix B). The overwhelming majority of the respondents felt that the internship as a whole was a positive experience, with only four of the 38 respondents expressing the view that the experience was a negative one. Four respondents also expressed the view that they had not received sufficient guidance in selecting an internship site.

Although most of the former students described a positive experience, some students (six of the 38 respondents) felt that they did not have sufficient information to select an appropriate placement.

Four respondents expressed the opinion that the classroom practices which they observed were not developmentally appropriate, which is clearly consistent with the observations by the college supervisor.

Responses to the questionnaire items also indicated that a few teachers did not have an adequate understanding of the requirements of the internship program. This was not a major concern however, since only two respondents expressed this view.

Analysis of the Causes of Inappropriate Placements

Three causes for inappropriate placements can be identified. First, students have been involved in the selection of internship sites without sufficient guidelines on site selection. The process of site selection has involved students' selection of possible sites

for a variety of reasons, including geographic convenience as well as appropriate practice and other program considerations. Once students have selected their sites, each new site has been evaluated by the college supervisor, but few were not approved. The supervisor was available for individual consultation about potential placements, but few students took advantage of this service.

As indicated in the questionnaire responses, some of the students who selected appropriate placements felt that they lacked sufficient information about site selection. The offer of assistance in site selection from the college supervisor was apparently not enough to encourage students to do so; because they did not seek assistance in selecting a site, some of their choices were not the most suitable.

Some of the cooperating teachers appeared to lack understanding of developmentally appropriate practice, as well as the expectations of the college for the intern and her/his supervision. Evidence to support this can be found in the 1990 interns' evaluations of the their internship placements, in which two students clearly described inappropriate practices, as well as in the observations made by the college supervisor.

Analysis of the Professional Literature Regarding Developmentally Appropriate Field Placements

The professional literature provides much information on all aspects of field placement selection and support and developmentally appropriate practice.

Developmentally Appropriate Practice

In order to fully describe the nature of the problems related to developmentally appropriate field placements, it is first necessary to briefly review the literature on developmentally appropriate practice.

The term "*developmentally appropriate practice*" was coined by the National Association for the Education of Young Children (NAEYC) (1984). The concept was developed in response to the increasing practice of using curriculum designed for elementary students with preschool children (Katz, 1989). NAEYC staff believed that in order to combat such inappropriate practice, appropriate practice must first be clearly defined. Simply stated, developmentally appropriate practice refers to the application of child development principles to program and practice (Hodges, 1982).

The concept of developmentally appropriate practice includes two distinct aspects: 1) Program and activities must be age appropriate for the age group of the children involved (Bredecamp, 1986); and 2) Program and activities must also be age appropriate for each individual child in the program, despite the fact that the development of those children might be outside the typical range for their chronological age (Bredecamp, 1986). In addition to these essential aspects of developmentally appropriate practice, Hodges (1982) emphasizes the importance of both physical and psychological safety.

Developmentally appropriate practice includes the use of concrete experiences, large blocks of time for children to explore in self-selected experiences, a balance of activity and rest, and adults who are responsive to the needs of children (Bredecamp, 1986).

The Place of the Field Placement Component

The field practice component in early childhood education involves a variety of placement experiences which are given a number of names--practicum, internship, blocks, etc. Regardless of the title given to the experiences, they are widely accepted to be the most significant aspect of any program for educating teachers (Applegate & Lasley, 1982; Copeland, 1982; Doxey, 1983; Leslie, 1969). Many teacher educators advocate increasing the amount of field experience provided for students (Dyrli, 1972). There are others, however, who believe that field experiences result in negative attitudes (McMurtry, 1983)

and that only laboratory schools can provide appropriate field experiences for teacher education students (Langham & Carroll, 1978) Unfortunately, the education profession has not produced sufficient research on the validity of the assumed importance of field placements or on how best to establish such experiences (Applegate & Lasley; Copeland, 1982, Leslie, 1969).

Recent practice has been to incorporate field experiences as early as possible in teacher education programs (Becher & Ade, 1982). While this appears to be a reasonable approach, little research has been done to verify the validity of such patterns as Applegate and Lasley have recommended (1982).

Selection of Field Placements

The literature demonstrates that the selection of field placements is a critical aspect of any field experience. A number of methods are used to accomplish this task, including random assignment by the college or university, matching the student and cooperating teacher (also by the college or university) or student selection of sites, usually with approval by the educational institution. Although random assignment is frequently used, none of the articles reviewed advocated its use and deVoss (1981) stated quite clearly that random assignment has negative results for students. Leslie found that matching student and cooperating teacher on the basis of demographic and personality variables did not result in more successful experiences for the students (1969). Applegate and Lasley later disputed this finding, and recommended that students and cooperating teachers be matched according to similar beliefs and values about teaching (1982). Becher and Ade (1982) concurred in this finding, stating that a good placement is actually the result of a match between site and student. However, a study conducted by Castle and Aichele (1977) disputed this finding; their results found no significant relationship between matching students and cooperating teachers and successful field placement. According to Easterly (1977) mutual choice placements are the most effective, while Mason (1985) and

Machado and Meyer (1984) point out that student selection of placement sites has the advantage of assisting students with job placement but warn that students need to carefully analyze the type of experience they want to have and that such selections need to be carefully screened by the sponsoring educational institution.

The literature provides some evidence which supports the theory that the selection of an appropriate field placement is crucial to a student's success. Leslie's (1969) study found that matching students and cooperating teachers according to similarities was not a significant factor to success, although this was later disputed by Applegate and Lasley (1982). Stout (1982) asserted that the cooperating teacher is the most important individual to the student, thus implying the importance of a placement site.

When students are involved in the site selection process, attention must be focused upon both their knowledge of program planning and management as well as their ability to apply that knowledge (Warnat, 1980). According to Mason (1985) lack of knowledge about how to select a placement site on the part of students results in the selection of inappropriate placements.

Evaluation in Field Placements

Once the students have been placed, evaluation and assessment of the students' performance is necessary. Such evaluations usually involve written evaluations by the cooperating teacher and the college supervisor, as well as self-evaluations by the student (Applegate & Lasley, 1982). Some institutions feel that a pass/fail approach to field experience is most conducive to student growth, although Applegate and Lasley found that research does not support this assumption (1982).

The nature of the evaluations used ranges from simple narratives to formal instruments. Doxey's study of the nature of superior placements included a preservice rating scale to determine student's potential for success in field placement, as well as a posttest rating form of their performance (1983). A significant positive correlation was

found between students' perceived potential and their actual achievement. This correlation was strengthened when the cooperating teacher provided feedback regarding the student's performance on a regular basis (Doxey, 1983). Thus it seems that student performance and resulting evaluations can be improved by strengthening the quality of the supervision provided by cooperating teachers. Both Doxey (1983) and Applegate and Lasley (1982) advocate training for cooperating teachers in order to increase their learning during field experience.

Problems with Inappropriate Placements

Unfortunately, students do not always have an opportunity to observe "developmentally appropriate practice" in their field placements. Martin (1987) reports that students frequently find discrepancies between what they are taught in college courses about issues like developmentally appropriate practice and what they actually see in the classroom. The unfortunate results of these type of experiences is the acceptance of such negative practices as appropriate (Copeland, 1982; Glassberg & Sprinthall, 1980).

Role of the College Supervisor

The college supervisor fulfills a complex role which may be as significant as that of the cooperating teacher (Zimpher & Nott, 1980). The supervisor is ultimately responsible for the quality of the students' field experience, and designates grades, when they are given. Supervisors serve as a liaison between the college and the placement site.

Since college supervisors often have more training than cooperating teachers (Coon, G., Cristina, R., Cramer, R. L. & Sponseller, D., 1974) they are usually better able to provide students with constructive criticism and are better able to relate the field experience to methods courses (Zimpher & Nott, 1980).

Summary

In summary, students' difficulties with inappropriate placements stem from three basic sources: lack of understanding of how to select an appropriate field placement site, insufficient assistance in developing that understanding and the poor role modeling which occurs when students are exposed to developmentally inappropriate practice.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The primary goal of the practicum was that all of the 1991 child development interns would experience an internship in which they had an opportunity to observe and model developmentally appropriate practice. Included within this broad goal were seven specific objectives.

The first objective was that each intern would indicate at least minimal satisfaction with the amount of information available to her/him regarding the selection of a placement site.

The second objective was that each intern would express at least satisfaction with the amount of assistance she/he received from the college supervisor in selecting an internship site.

The third objective was that each intern would have an opportunity to participate in a classroom demonstrating developmentally appropriate practice. This objective was closely related to the fourth objective, which was that each intern would be able to recognize and identify the developmentally appropriate practices which she/he observed.

The fifth objective was that each student would be able to identify both positive and negative aspects of her/his internship experience. This aspect was significant, since it is important to recognize that developmentally appropriate practice occurs on a

continuum; it is rarely, if ever, a matter of its presence or absence in a classroom but rather a matter of the extent to which classroom practices are developmentally appropriate.

The sixth objective was that each student would express the opinion that her/his cooperating teacher had demonstrated at least an adequate understanding of the requirements of the internship program. The seventh and final objective was that each student would feel that her/his cooperating teacher was able to provide at least adequate supervision.

Measurement of Outcomes

The outcomes of the practicum were measured in a variety of ways.

Student Questionnaire

At the completion of the three month implementation period each student was required to complete the same questionnaire which was distributed to the previous intern students, which enabled their responses to be compared with those of students in previous years. Items on the questionnaire related to several of the specific objectives, notably, numbers one, two, five and six. Specifically, items on the questionnaire yielded information about students' views on the amount of information available to them to assist in placement selection; the amount of assistance in placement selection provided by the college supervisor; the developmentally appropriate practices observed during the placement experience; the degree to which the internship was experienced by the students as a positive or negative experience; and finally, whether or not the interns felt that their cooperating teachers had an adequate understanding of the requirements of the internship program.

Inventory of Classroom Practices

In order to establish the level of developmentally appropriate practice in each placement or potential placement, it was necessary to have an objective measure of such practices. The inventory developed by Hyson, Hirsh-Pasek and Rescorla (1989) (See Appendix C) suited this purpose quite well. The developers describe the inventory as an attempt to "operationalize the NAEYC guidelines for Developmentally Appropriate Practice" (Hyson, Hirsh-Pasek and Rescorla, 1989, p. 2). The inventory has been thoroughly tested for validity and reliability (Hyson, Hirsch-Pasek and Rescorla, 1989 & 1990) and appeared to be the best instrument available for the purpose. It is also clear and easy to score, making it particularly useful for use with students.

The Inventory of Classroom Practices was used in two ways during the practicum At the beginning of the internship, the inventory was completed by students as a method of determining the appropriateness of a potential field placement site. The Inventory of Classroom Practices was then completed a second time by each intern at the end of the practicum. This allowed the inventory to serve not only as a verification of the students' original classroom observations but also as a measure of whether or not the practicum was successful in providing students an opportunity to observe and model developmentally appropriate practice.

Observation and Evaluation by the Internship Supervisor

The college supervisor's initial observation of each center took place after student had observed in the classroom and completed the Inventory of Classroom Practices After a brief 15-20 minute observation, the supervisor met with the classroom teacher and the director or principal to discuss the requirements of internship and provided each person with written information on those requirements. If a mutual agreement to place the student was reached, the student was permitted to begin the internship immediately

After the intern had been in the classroom for several weeks, the classroom supervisor visited a second time on an informal basis. During classroom observation, the college supervisor assessed the degree to which the placement reflected developmentally appropriate practice. Supervisor observation was also used to assess the degree to which the supervising teachers understood the requirements of the internship program. Opportunity was provided for the teacher to ask questions or raise concerns about the internship as well as the student's individual progress.

At a later point in the semester, the college supervisor returned for a third classroom observation, which was a more formal observation of the student. Each student was required to plan and execute an activity with the children which was evaluated and graded by the college supervisor.

At the end of the practicum, the college supervisor evaluated each cooperating teacher's understanding of the program. This was accomplished informally, based upon the classroom observations, but also through the use of a checklist which was used to determine the extent to which each supervisor complied with the expectations of the program (See Appendix D).

Student Self-Evaluations

At the completion of the internship course, each student was required to complete a self-evaluation of the experience (See Appendix E). Written in an essay format, the evaluation required that students identify both positive and negative aspects of their internship, as well as indicate their recommendation for future use of that particular site. Student self-evaluations were thus related to objective five, which states that students should be able to identify both positive and negative aspects of their field experience.

Student Evaluations of Placements

At the completion of the internship, each student was required to complete a brief evaluation of her/his placement (See Appendix F). This form has served a dual purpose--as a second measure of the appropriateness of the placement and as a resource for future students in selecting possible internship sites.

Student Evaluations of College Supervisor

Each student also evaluated the college supervisor using the Sample Evaluation of Intern Coordinator form (See Appendix G). This form not only measured whether or not the supervisor was effective in supporting the selection and maintaining of appropriate placements, but the results have also provided the supervisor with information regarding specific areas of instruction which may need improvement.

Mechanism for Reporting Unexpected Events

The numerous human variables involved in this or any practicum make it impossible to predict all possible outcomes, thus necessitating a specific mechanism for recording those inevitable unexpected events. A weekly journal was maintained by the writer, who recorded in narrative style any significant and/or unexpected results of the implementation. Unexpected findings have been recorded in a separate section of this report. Unexpected findings which are directly related to specific objectives and/or solution strategies have been discussed in the appropriate section of the results.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The literature provides a variety of possible methods of ensuring that students have appropriate field placements and satisfactory field experiences.

Selecting Appropriate Placements

When students are involved in the selection of their placement sites, the importance of providing them with sufficient information to make a good choice has been recognized. Coon et al. (1974) specify that students need specific criteria for selecting cooperating teachers.

Others recognize the importance of developing a framework from which placement selections can be made. A number of researchers have developed lists of criteria to consider in determining the quality of child care and/or preschool education. Phillips and Howe (1987) reported on the significance of class size and pointed out that this factor has greater significance than the adult/child ratio. They advised looking for centers in which greater emphasis is placed upon individual growth than on group experience and also recognized the significance of the training of the caregiver or teacher (Phillips & Howe, 1987).

Watson (1985) provided guidelines for the physical environment of quality programs, suggesting that observers consider the availability of a variety of materials as well as the appropriateness of materials and activities. Watson also suggested that evaluation of a program must consider carefully whether clear and consistent limits have been established and whether the adults involved encourage the development of independent behavior on the part of the children.

The NAEYC provides a specific list of criteria to use in considering the developmentally appropriateness of an early childhood program (1984). The list incorporates each aspect of the concept of developmentally appropriate practice as outlined by the NAEYC.

A number of instruments have also been developed to assist in creating such a framework. Coon (no date given) developed a site observation form, as well as an interview form for prospective cooperating teachers. The Inventory of Classroom Practices provides another such framework (Hyson et al. 1989, 1990) (See Appendix A). The items included in the inventory are designed to demonstrate specific examples of the concept of developmentally appropriate practice as defined by the NAEYC (Hyson et al. 1989, 1990). The inventory, which has been thoroughly tested for both validity and reliability, is specifically designed to determine the extent to which classroom activities reflect developmentally appropriate practices (Hyson et al, 1989, 1990).

Use of instruments such as the Inventory of Classroom Practices can assist student in the selection of appropriate placements. Coon et al. (1974) also suggest that sites be selected by a team, rather than an individual. Each team member would observe a prospective site, with actual placement sites being selected by concensus.

Enhancing the Quality of Placement Sites

Appropriate placements can also be developed and enhanced through the education of cooperating teachers in the application of developmentally appropriate

methods (Blazier, 1988). Education of cooperating teachers can be accomplished by offering workshops on developmentally appropriate practice to the cooperating teachers, just as one would to staff members (Blazier, 1988; Hedley, Trosky & Wood, 1976; Coon, et al. 1974, & Doxey, 1983). Such training should also include specific information on the expectations which the college has of its interns and cooperating teachers (Applegate & Lasley, 1982). Doxey (1983) also advocates specific training for cooperating teachers in supervision techniques and procedures.

Blazier (1988) makes explicit suggestions regarding the content of such workshops. Blazier advocates the use of videotapes available from NAEYC, such as "Developmentally Appropriate Practice: Birth through Age 5", (1988, p. 20) as well as inclusion of information on Piagetian stages of cognitive development and specifically recommends the use of group learning techniques (1988).

Expertise of cooperating teachers can also be increased by the development of a manual for their use in supervising students (Green, 1983). Green suggests incorporating much of the same information which could be presented in a workshop session into the manual, including an outline of the entire sequence of courses as well as specifics related to the internship and expectations of the student, cooperating teacher and college supervisor (Green, 1983).

Improving College Supervision

Williams and McBride (1989) criticized most college supervisors for providing insufficient support to students in field placements. They urged a restructuring of the supervisory role to incorporate more supportive services rather than primarily evaluative ones. They outlined a practicum seminar, held at a central location (apart from both college and placement sites) in which students were provided an opportunity to collectively solve problems, assist one another in planning and provide guidance and support (Williams & McBride, 1989).

Additional Solution Strategies

In addition to the solutions suggested in the literature, the writer developed a number of other possible solution strategies.

Additional information on the selection of a placement site was offered to students in two ways: 1) through a meeting held prior to the initiation of the selection process to discuss the strategies for approaching the process; 2) through the development of a set of guidelines outlining the steps and criteria students should take in selecting a possible placement site. As an incentive to be thorough in their selection of a placement site, students were permitted to count up to six hours of observation during site selection towards the 90 classroom hours required for the completion of internship.

In response to the suggestion made by former interns on the questionnaire, interns from 1988 and 1989 were requested to evaluate their internship site and cooperating teacher using the same form as that used by the 1990 interns at the completion of their internship in December of 1990. The site evaluation form was distributed to the 1988 and 1989 interns in August, 1991 and their responses were made available to the 1991 interns as a part of the site selection process.

In order to assure that the internship program was proceeding smoothly, three-way conferences were held during the semester involving each student, her cooperating teacher and the college supervisor, to discuss the progress of the internship. Selected individual conferences were also held with some interns shortly after the internship begins to determine whether the student felt that her site selection was appropriate. It was not necessary to have conferences with each student to determine whether or not they believed their placement to be appropriate, since discussion in the weekly seminar class yielded a great deal of information on this issue.

Descriptions and Justification for Solutions Selected

A number of the possible solutions previously described were incorporated in the implementation plan for this practicum.

As suggested by the respondents to the questionnaire, interns from 1988 and 1989 were requested to evaluate their internship site and cooperating teacher using the same form as that used by the 1990 interns. A file of these evaluations was available to 1991 interns to aid in their selection of an appropriate site.

A preliminary meeting was held on August 15, 1991, for the students registered for the internship. The purpose of the meeting was two-fold: to discuss appropriate strategies for approaching the site selection process and to alleviate any anxiety students may have had regarding the process. The meeting was held prior to the beginning of the semester because the majority of students' schedules required them to begin the internship early in the semester in order to be able to complete the internship by the end of the semester.

As a supplement to the meeting, students were provided with written guidelines (See Appendix G) outlining the specific steps and criteria which they were to use in selecting a site for their internship. Since the selection of an appropriate placement required that this be a thorough process, students were permitted to count up to six hours of observations completed during site observations towards the 90 classroom hours required for the completion of internship.

Each student was given a copy of the Inventory of Classroom Practices which was completed following their observation of a potential site. Positive subscores on the inventory were required to be greater than the score for inappropriate practice in order for a site to be approved.

Once each student had selected what she/he determined was an appropriate site, she/he met with the college supervisor to discuss the site; the supervisor then visited the center and either approved the placement or suggested other alternatives to the student.

At least one conference with the cooperating teacher and one three-way conference involving each student, her/his cooperating teacher and the college supervisor was planned to discuss the progress of the internship. This was to ensure that the cooperating teachers understand the requirements of the program and that any difficulties regarding supervision could be discussed.

Individual conferences were to be held with each intern shortly after the internship began to determine whether the student felt that her/his site selection was appropriate. However, it was unnecessary to hold individual conferences with most students, since a great deal of information regarding students' opinions regarding the appropriateness of their placement surfaced during the weekly seminar. Instead, the supervisor met only with students who expressed some concern about their placements. For those students who expressed concerns about this, the intern supervisor helped to develop an appropriate intervention strategy with the student.

A brief handbook was distributed (See Appendix I) for the use of the cooperating teachers. The purpose of the handbook was to clarify the requirements of the program and to encourage continuing communication between the college and the placement sites.

Two workshops related to developmentally appropriate practice were presented to cooperating teachers during the semester by members of the college child development faculty. The purpose of the workshops was to increase the teachers' understanding of the concept of developmentally appropriate practice and thus to increase the amount of developmentally appropriate practices in their classrooms.

Calendar

The following calendar describes the schedule of the implementation of the practicum:

Preliminary Activities

1. August 1991. Requested site evaluations from 1988 and 1989 interns (evaluations from 1990 interns were already available). These evaluations were compiled into a file which was made available to 1991 interns to assist them in the selection of their placement sites.
2. August 1991. Letter was sent to interns explaining the new selection process and scheduling meeting to discuss the process (see Appendix J).
3. August 15, 1991. Meeting with interns to discuss the process of site selection. The following issues were covered: 1) distribution of written guidelines for site selection; 2) discussion of guidelines, how to approach directors and potential cooperating teachers; 3) available assistance in selecting a potential placement site.
5. August, 1991. Handbook for cooperating teachers was printed.
6. August, 1991. College supervisor was available to students for individual conferences on site selection as needed. Three students made telephone contacts.

Ongoing Activities

1. Beginning September 5, 1991, a weekly seminar class was held, which focused on the concept of developmentally appropriate practice on a regular basis, increasing the students' understanding of the concept throughout the semester. Developmentally appropriate practice was discussed directly in terms of activities and practices in the placement sites

and students were also responsible for presenting a developmentally appropriate activity to the college class as it would be presented to a group of children. Students then provided constructive criticism on each presentation.

September 4 - 27, 1991

1. All 24 students observed potential placement sites, completed inventories on developmentally appropriate practice.
2. Student submitted their completed inventories and any other pertinent information regarding their site selection.
3. College supervisor consulted with all 24 students individually concerning their response to the observations.
4. College supervisor visited each center to determine its suitability as a placement site.
5. College supervisor met with cooperating teachers and directors to review the requirements of the internship program.

September 20, 1991

1. First workshop with supervising teachers on developmentally appropriate practice was held. Following a dinner for cooperating teachers, the program included a discussion of developmentally appropriate practice, an overview of the expectations of the internship and an extended question and answer period. Five cooperating teachers attended the dinner and workshop.

October 4 - October 28, 1991

1. Second visit to each placement site was made by college supervisor, involving three-way conferences with each student, her/his cooperating teacher and college supervisor.

October 29, 1991

1. Second workshop on developmentally appropriate practice was held for cooperating teachers. Following an informal dessert and question and answer period, the workshop centered around developmentally appropriate language and literature experiences for young children and was presented by a member of the child development faculty who is a professional storyteller and children's librarian. The workshop was attended by a total of 10 directors and cooperating teachers.

October 23 - December 9, 1991

1. Third visit to each of the 24 placement sites was made by college supervisor. This visit included a formal observation of each student working directly with children.

December 9 - 20, 1991

1. Students completed self-evaluation forms.
2. Individual conferences were held with each student to discuss their internship experience.

December 12, 1991

1. Evaluation of the implementation by the students.
   a. Completion of the second Inventory of Classroom Practices.
   b. Evaluation of the placement site.
   c. Evaluation of the college supervisor.
   d. Completion of the questionnaire.

December 10, 1991

1. Completion of checklists for cooperating teachers by college supervisor.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Review of the Problem

The problem identified for this practicum was the selection and development of field placements in which child development interns could observe and model developmentally appropriate practice. Since students were involved in the process of selecting a placement site, it was necessary for them to have sufficient information about and understanding of the concept of developmentally appropriate practice as well as to have some way of measuring it.

A solution strategy was developed which involved providing students with additional information on both developmentally appropriate practice and the selection of placements. Students were provided with a set of guidelines and an inventory to use in evaluating classroom practices. Student evaluation of a potential placement was then supplemented by a visit by the college intern supervisor. Once placements were established, cooperating teachers were provided with support from the college, which included a handbook, two workshops on developmentally appropriate practice, and a minimum of two additional contacts with the college intern supervisor.

Results

Goal #1: Each intern will indicate at least minimal satisfaction with the amount of information available to her/him regarding the selection of a placement site

This goal was measured using two items on the questionnaire and by the evaluation of the college intern supervisor. Results verified an improvement in student satisfaction.

Questionnaire items. Student responses on this issue indicated improvement when compared with the responses of the 1988-90 interns, as illustrated in Appendix B. Item number five on the questionnaire directly asked whether students had enough information available to them to select an appropriate placement, as illustrated in Figure 1. As the figure exemplifies, two students (12%) indicated that they did not feel they had sufficient information to select an appropriate placement site and one student (4%) stated that she had no opinion. The remaining 84% of the interns indicated at least a minimal satisfaction with the amount of information available to them.

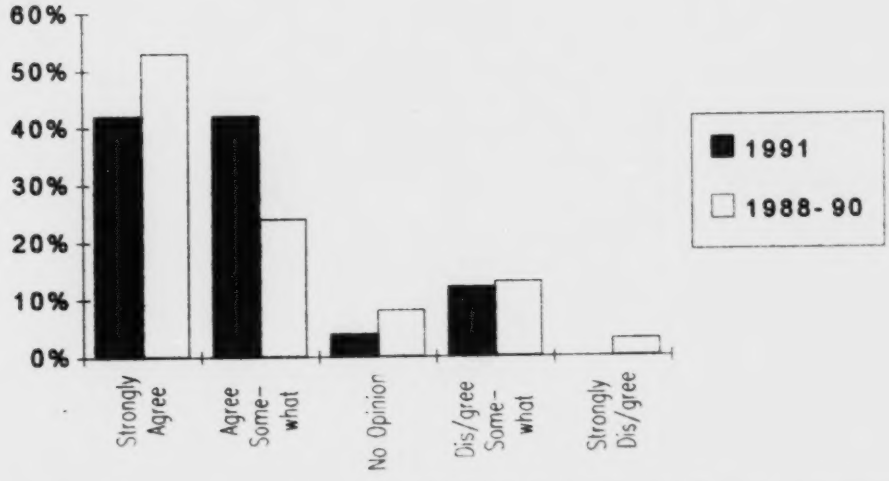


Figure 1. Student Indication of Sufficient Information to Select an Appropriate Placement.

Although not all of the students were satisfied, the responses illustrated in Figure 1 do demonstrate an improvement of the results from the previous interns surveyed. Although a lower percentage of 1991 students selected the strongly agree category, (42% as opposed to 53%) when the "strongly agree" and "agree somewhat" categories are combined, the 84% response rate from the 1991 interns represents a greater percentage of satisfied students than the 77% of satisfied students from 1988-90.

Item number four on the questionnaire asked a more specific question: whether students felt they knew enough to select an appropriate placement. Responses to this question indicated not only whether the information was available to the student but whether or not the students could actually apply the information. Responses on this item verified significant improvement over the responses of previous interns. A total of 92% of the 1991 interns agreed that they had sufficient knowledge to select an appropriate placement (see Figure 2), with 46% agreeing strongly and another 46% agreeing somewhat. This contrasts with a total of 74% of the 1988-90 interns, whose responses had 37% in each of the two agree categories.

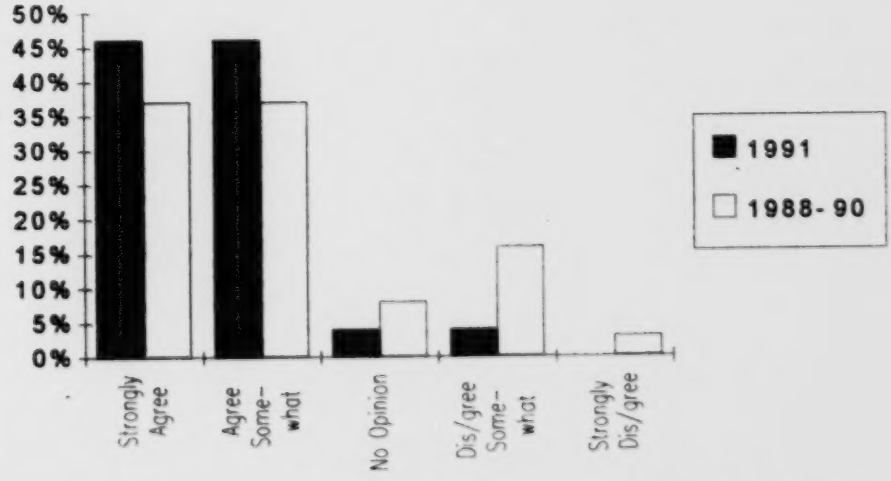


Figure 2. Student Opinion of Sufficient Personal Knowledge to Select an Appropriate Placement

Analysis of both questionnaire items indicated that there was a significant improvement in student belief that they had sufficient usable information available to select an appropriate placement.

Evaluations of the college supervisor. Student evaluations of the college internship supervisor provided additional insight into the students' view regarding the information available to them about the selection of appropriate placements. As illustrated in Table 1, 23 of the 24 interns indicated in their evaluations of the college supervisor that she answered their questions adequately. However, in the journal maintained during the practicum, the author noted how few questions the interns asked during the meeting to discuss the selection of placement sites. The findings indicated that whatever questions the students had were answered, (since 23 of the 24 1991 interns indicated that the college intern supervisor answered their questions adequately) but that perhaps a few of the students did not know what additional information they needed in order to select an appropriate placement.

Goal #2: Each intern will express at least satisfaction with the amount of assistance she/he received from the college supervisor in selecting an internship site

This goal was measured directly through an item on the questionnaire and indirectly by items on the Evaluation of the College Internship Supervisor. These measures revealed some inconsistent results. The results of the evaluation of the college supervisor indicated support and encouragement were provided by the supervisor, while the results of the questionnaire item indicated that this goal was not fully achieved by the practicum.

Questionnaire item. Item number six on the questionnaire specifically asked whether students had received sufficient assistance from the college supervisor in selecting an internship site. As shown in Appendix B and illustrated in Figure 3, four of the 1991 interns (17%) indicated that they did not receive sufficient assistance from the college

Table 1

Results of the Evaluation of the College Intern Supervisor

In this class the intern coordinator generally:

T	F	N/A		
23	1	0	1.	Indicates to me what I am expected to learn by the end of the internship experience (objectives).
23	1	0	2.	Encourages me to make suggestions about the course.
19	2	3	3.	Uses my suggestions about the course.
24	0	0	4.	Encourages me to say what I think.
24	0	0	5.	Listens to what I say.
24	0	0	6.	Plans class activities which make it possible for me to learn from other students.
24	0	0	7.	Explains things so I can understand them.
23	1	0	8.	Answers my questions adequately.
23	1	0	9.	Clarified expectations of dress and grooming.
22	2	0	10.	Defines rules and punctuality.
19	4	1	11.	Sees that I receive orientation to the company or agency for whom I intern.
22	2	0	12.	Sees that I am oriented to facilities.
24	0	0	13.	Encourages independent work on assigned tasks.
24	0	0	14.	Gives me feedback on performance.
23	1	0	15.	Shows interest in my development.
23	1	0	16.	Encourages new and meaningful experiences.

23	1	0	16.	Encourages new and meaningful experiences.
T	**F**	**N/A**		
15	8	1	17.	Gives me grades based on fair standards.
22	1	1	18.	Treats me fairly.
21	2	1	19.	Is somebody I feel free to talk to.
21	3	0	20.	Tries to find out my interests.
21	3	0	21.	Seems to know my abilities.

From: Administrative handbook on student internships. (Report No. CE 012 842). Rockville, MD: Montgomery County Public Schools. (ERIC Document Reproduction Service No. ED 145 169). Reprinted with permission.

supervisor in selecting an appropriate placement. An additional three students (12%) had no opinion on this issue. The remaining 17 students (71%) indicated that they had received sufficient assistance from the college intern supervisor in selecting a placement site.

Not only were the 1991 interns less satisfied on this issue than was expected but they were also less satisfied than the 1988-90 interns who responded to the internship questionnaire, as also illustrated in Figure 3. A total of 76% of the 1988-90 interns expressed satisfaction with the amount of assistance they had received, while only 71% of the 1991 interns were at least minimally satisfied. It is difficult to determine a reason for the decreased level of satisfaction, particularly since the 1991 interns actually received a great deal more assistance and information on the subject of selecting an internship site than did the former students.

Evaluation of college supervisor. Two items in the evaluation of the college internship supervisor provided additional information on the amount of assistance

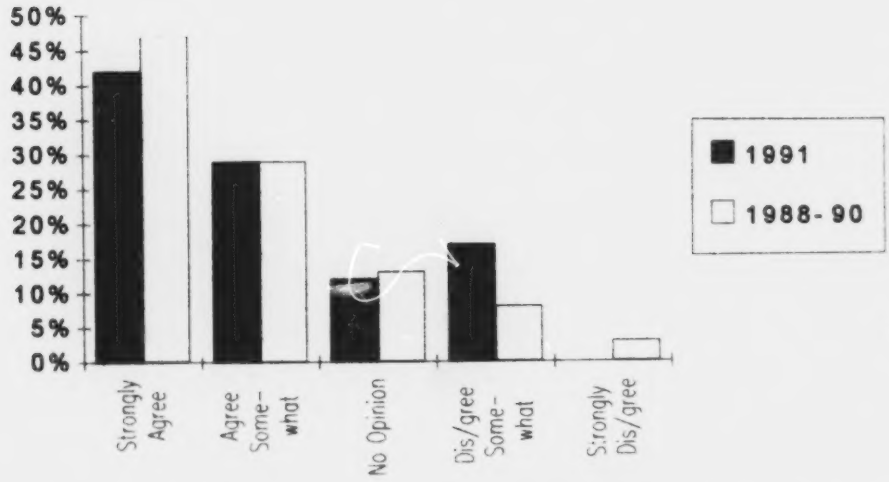


Figure 3. Student Opinion of Assistance Received in Selecting an Internship Site

provided by that supervisor. Item number seven asked whether the supervisor explained things so that the student could understand them; all of the 1991 interns indicated that this was true, as illustrated in Table 1. In item number eight of the evaluation of the college internship supervisor, all but one of the 24 interns also indicated that the supervisor answered their questions adequately. Again, these results seem to indicate that the college supervisor provided clear information and explanations but that perhaps the students did not know what to ask.

Goal #3: Each intern will have an opportunity to participate in a classroom demonstrating developmentally appropriate practice

Results for this goal were measured through an item on the questionnaire, the Inventory of Classroom Practices, the checklist for cooperating teachers, and the student evaluation of placement sites. Results for this goal were somewhat more consistent than the results for goals one and two and demonstrated achievement of the practicum goal.

Questionnaire Item. Item 13 on the questionnaire asked student interns to indicate whether the classroom practices in their internship placement were consistent with the

child development theory taught in their college courses. As illustrated in Figure 4, 16 (67%) of the 1991 interns strongly agreed with this statement and an additional 6 (25%) child development theory taught in their college courses. As illustrated in Figure 4, 16 agreed somewhat, for a total of 22 (92%) interns who indicated that their experiences reinforced theoretical information presented in the college classroom, while two students (8%) disagreed somewhat with this statement (see Appendix B). The responses from the 1991 interns represented a 3% improvement from responses received from the 1988-90 interns, since one (3%) of those students strongly disagreed, indicating that the practices she observed were not developmentally appropriate and none of the 1991 interns expressed this opinion.

Inventory of Classroom Practices. The inventory provided significant data related to the goal of experiencing developmentally appropriate field placements. The inventory was administered twice during the practicum; once as a part of the site selection process and again at the end of the placement to evaluate the success of the placement. Results of the inventory can be examined both in terms of the overall ratings of the interns as a group and also in terms of the individuals' pre and post practicum responses.

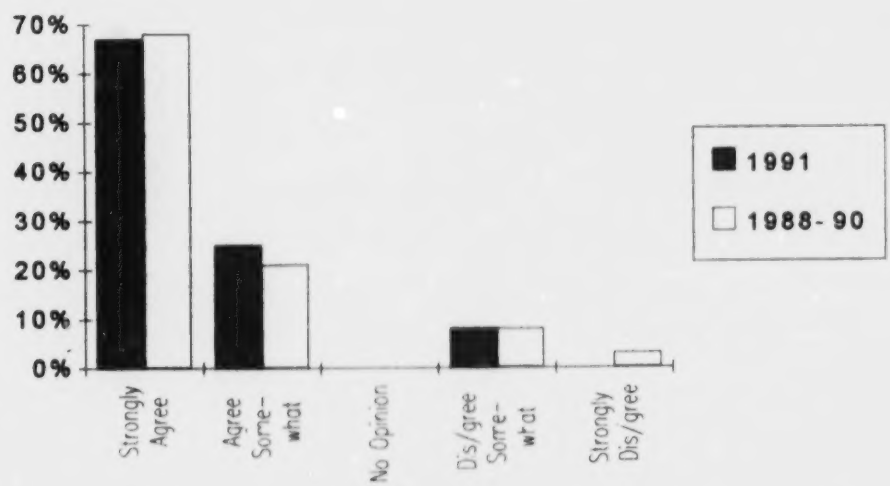


Figure 4. Reinforcement of Child Development Theory in Placement Practices.

The mean responses for the interns on the inventory, both at the beginning of their internship and at the completion of their experience, indicate that the goal of having the students observe and model developmentally appropriate practice was achieved. The initial mean score for developmentally appropriate practices was 61, while the mean score for inappropriate practices was 18 (see Table 2). The goal established by the practicum was that the appropriate score should exceed the inappropriate score was surpassed, since the appropriate score was actually three times the inappropriate score for both the pre and post practicum administration of the inventory.

The individual responses demonstrate that this goal was also surpassed for each student as well as for the group as a whole. The ratio of appropriate to inappropriate practices in September ranged from 2.35 to one to 5.58 to one. December results indicated somewhat lower scores, ranging from 1.63 to one to 5.91 to one; thus the results of each student's inventory surpassed the goal of the appropriate score being larger than the inappropriate score.

Table 2

Mean Scores on the Inventory of Classroom Practices

Appropriate Practices		**Inappropriate Practices**		**Ratio**	
9/91	**12/91**	**9/91**	**12/91**	**9/91**	**12/91**
61	64	18	20	3/1	3/1

Checklist for Cooperating Teachers. The checklist was completed by the college intern supervisor for each of the 24 cooperating teachers (see Table 3). Three items on the checklist were related to the goal that each student would have the opportunity to observe developmentally appropriate practices. As illustrated, 21 cooperating teachers were checked as frequently using developmentally appropriate practices in the classroom, which corresponds to the relatively high scores in this category noted by the students. The remaining three teachers were rated as occasionally using developmentally appropriate practices. All three received this rating as the result of two classroom practices: 1) the percentage of whole group activities in which all children did the same activity at the same time; 2) the frequency of "art" activities involving following specific directions and using precut materials prepared by the teacher. Two of the three placements were parochial kindergartens and the third was a public school outside the county in which the college is located.

The same 21 cooperating teachers were also described as frequently encouraging students to plan developmentally appropriate activities, while the three teachers described as occasionally demonstrating developmentally appropriate practice were rated as only occasionally encouraging the student to plan such activities.

Student Evaluation of Placement Site. The primary purpose of this evaluation was to provide future interns with information regarding potential placement sites. However, the students' comments also produced both quantitative and qualitative data about the developmentally appropriate practices in their placements. For example, all of the 24 interns indicated that the practices of the center in which they interned reinforced the principles which they had been taught in previous child development classes, although seven students qualified this comment somewhat, using phrases such as "for the most part." This finding is somewhat contradictory to the results from the questionnaire, in which two students indicated that the practices in her placement did not reinforce the practices taught in the college curriculum.

Table 3

Checklist for Cooperating Teachers

Item	Frequently	Occasionally	Never	Not Applicable
Understands college expectations of student	22	2	0	0
Is confused about expectations for student	0	3	22	0
Contacts college supervisor when necessary	1	2	4	17
Provides appropriate supervision to student	22	2	0	0
Understands developmentally appropriate practice	21	3	0	0
Uses developmentally appropriate practice	21	3	0	0
Provides appropriate role model	24	0	0	0
Encourages student to plan develop-mentally appropri-ate activities	21	3	0	0
Increases student's understanding of developmentally appropriate practice	21	3	0	0

The qualifying statements which students made in the Student Evaluation of Placement Site about the practices of their placement appear to be of minimal significance, since all of the twenty-four students recommended their placement to future students without qualification. This indicates that although the placements were not perfect, the students' overall impression of the experience was quite positive.

In response to the question about the use of positive techniques, all 24 students stated that the center used such techniques to control children's behavior, although two students stated that there were occasions when extremely aggressive behavior required "more strict and controlled" methods.

Goal #4: Each intern will be able to recognize and identify the developmentally appropriate practices she/he observes

This goal was measured by combining results of three instruments: the Inventory of Classroom Practices, the Student Evaluation of Placement Sites and the Checklist for cooperating teachers, as well as by direct observation of the college intern supervisor. Results indicated that this goal was achieved.

Inventory of Classroom Practices. The inventory provided a means of measuring the extent of developmentally appropriate practices in each student placement. Used alone, however, the inventory could not measure whether or not the student could identify either appropriate or inappropriate practices as such; the inventory required only that the student use a rating scale to describe what she/he observed in the classroom. Theoretically it would be possible for an individual with no understanding of the concept of developmentally appropriate practice to complete and score the inventory; therefore, the scores alone provide little information on the students' understanding of developmentally appropriate practices.

Student Evaluation of Placement Site. These evaluations provided qualitative information about the developmentally appropriate and inappropriate activities which

students observed. As previously discussed, all of the 24 interns indicated that the center in which they were placed used developmentally appropriate practices. A number of students provided specific examples which confirmed their understanding of the concept of developmentally appropriate practice. For example, one student described the program at her placement as "centering around play with a limited amount of 'circle' time," while another intern stated that "my preschool was almost a carbon copy of what Mrs. Shelton told us to look for in a preschool." A third student mentioned the predominance of open-ended discussions and the concern for individualization in planning activities. Other students indicated that their placements specifically reinforced the theoretical knowledge which they had gained from previous education courses. These positive comments came from students placed in centers who received high scores in the Inventory of Classroom Practices and their evaluation of the practices was supported by the direct observations of the college supervisor.

Students were also able to identify specific developmentally inappropriate practices which they had observed during their placements. For example, one student, who described her center as basically appropriate in its practices, also indicated that approximately 15-20 minutes each day were devoted to using workbooks. Her evaluation was supported by the relatively high score (32) obtained by this placement for inappropriate practices on the Inventory of Classroom Practices and by direct observation of such practices by the college intern supervisor. Other students were able to identify inappropriate practices such as things done for convenience rather than learning, and structure required by the public school curriculum. Clearly, students were able to separate the appropriate practices which they observed from inappropriate methods used.

Checklist for Cooperating Teachers. The checklist did not include an item related to the frequency of the occurrence of inappropriate practices. If such an item had been included, three of the cooperating teachers would have been marked frequent in that category, for their classroom practices vacillated between appropriate and inappropriate

practices. It is significant to note that two of those three teachers received the two highest scores on inappropriate practices in the Inventory of Classroom Practices completed by their intern. This indicates that the students were able to identify the appropriate and inappropriate practices which they observed.

Goal #5: Each student will be able to identify both positive and negative aspects of her/his internship experience.

This goal was measured using the Inventory of Classroom Practices, the Student Evaluation of Placement Sites, and the student self-evaluations. Analysis of the results indicates that this goal of the practicum was achieved.

Inventory of Classroom Practices. Clearly, each student was able to identify positive aspects of her placement, since each the minimum possible score for developmentally appropriate practices was 14 and the minimum score achieved in either administration of the inventory was 52.

There were 11 items in the inventory which identified inappropriate practices; if no inappropriate practices were found, the minimum inappropriate practices score would therefore be 11 points. Results from the September administration of the inventory revealed that no centers received this score, for the lowest score, obtained by two centers, was 13 (see Table 4). This indicates that prior to their placements, each of the 24 interns was able to identify some negative practices in the center.

Results from the December administration of the inventory found that 22 of the 24 interns were able to identify some inappropriate practices in their placement as measured by the inventory, while two centers received minimum scores for developmentally inappropriate practices. This finding indicates that following the 90 hours of experience in the classroom the infrequent inappropriate practices seen in the initial observation became relatively insignificant to those two students.

Table 4

Scores for the Inventory of Classroom Practices

	Appro. Practice Sep-91	Dec-91	Score Change	Inappro. Practice Sep-91	Dec-91	Score Change
Intern						
#1	68	55	-13	17	25	8
#2	63	60	-3	13	21	8
#3	56	63	7	26	25	-1
#4	63	64	1	14	14	0
#5	64	63	-1	15	13	-2
#6	67	67	0	18	16	-2
#7	64	68	4	21	21	0
#8	58	67	9	23	21	-2
#9	64	71	7	13	17	4
#10	67	68	1	12	15	3
#11	55	52	-3	22	32	10
#12	55	59	4	22	28	6
#13	47	65	18	20	17	-3
#14	58	69	11	18	19	1
#15	66	65	-1	18	20	2
#16	63	72	9	23	11	-12
#17	61	69	8	14	15	1
#18	65	59	-6	23	22	-1
#19	72	59	-13	29	34	5
#20	60	58	-2	16	24	8
#21	59	66	7	21	23	2
#22	61	65	4	12	11	-1
#23	53	58	5	18	19	1
#24	63	65	2	17	20	3
Mean	61	64	2	19	20	2

Student Evaluation of Placement Sites. In their written evaluation of placement sites, 14 of the 24 interns identified aspects of their placements which did not reflect developmentally appropriate practice and/or which they found to be negative. The remaining 10 students provided evaluations of their placement sites which had no negative comments. Two of those 10 interns were the same individuals whose inventories resulted in a minimum score for inappropriate practices, thus validating that finding.

Student Self-Evaluations. The evaluations of the two students who had achieved minimum scores for inappropriate practices on the inventory were examined to determine whether the written self-evaluation indicated any understanding of negative aspects of the placement.

One of the two self-evaluations examined described negative practices on the part of the assistant teacher which were tolerated by the head teacher "because she has been with us for so long." The specific practices included "improving" children's art work as well as negative discipline practices.

The second of the two self-evaluations examined revealed a few minimal concerns about negative aspects of the placement; a student placed in the campus laboratory school expressed frustration that at times the adult/child ratio in the classroom was so low that it left her little opportunity to become involved with the children!

Results from the self-evaluations, when combined with the results from the Inventory of Classroom Practices and the results of the Student Evaluation of Placement Sites, indicate that each of the 24 interns was able to identify both positive and negative aspects of her placement.

Goal #6: Each intern will express the opinion that her/his cooperating teacher had at least a minimal understanding of the requirements of the internship program

This goal was assessed using the Student Questionnaire and the Student evaluation of Placement Site. Results from the two measurements were mixed. Attempts to achieve

this goal included the creation of the handbook and presentation of two workshops for cooperating teachers on developmentally appropriate practice.

Questionnaire Item. Findings from the questionnaire (see Appendix B) indicated that this goal was not met by the practicum, as illustrated in Figure 5. In response to the statement that the supervising teacher had an adequate understanding of the what was expected of the intern, 15 of the 24 interns (62%) strongly agreed, and 4 students (17%) agreed somewhat, resulting in a total of 79% of the interns who agreed with the statement. In contrast, four students (17%) disagreed somewhat and the remaining one student (4%) had no opinion.

Not only did the results for this item fail to achieve the practicum goal, but the responses indicated a lower level of satisfaction than was found in the responses from the 1988-90 interns. Seventy-nine percent of those respondents agreed strongly that their cooperating teacher understood the expectations of the program and an additional 16% agreed somewhat with the statement, with a resulting 95% of the students indicating at least a minimal agreement.

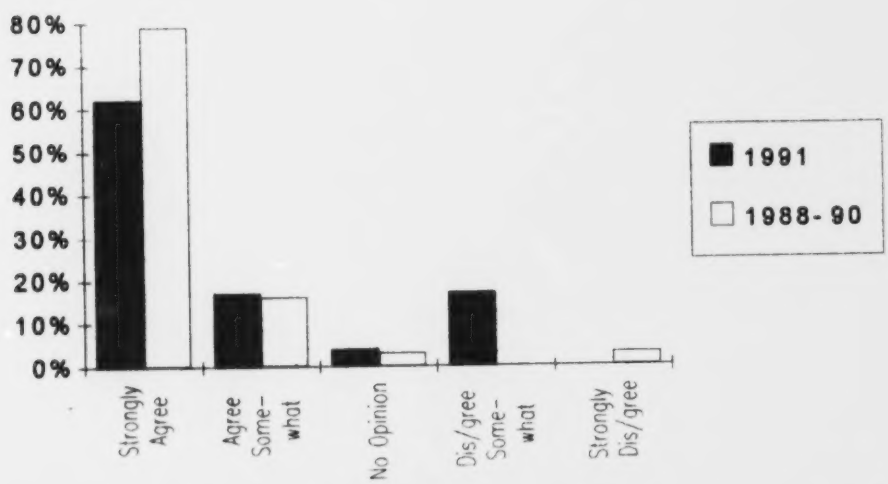


Figure 5. Students' View of the Cooperating Teachers' Understanding of the Requirements of Internship.

Student Evaluation of Placement Site. This evaluation offered a slightly different insight into the cooperating teachers' understanding of the requirements by asking whether the teacher was supportive and helpful to the student. Findings from this item were somewhat different than the findings from the questionnaire, in that 22 of the 24 interns indicated that their cooperating teacher was helpful and supportive. One student indicated that her cooperating teacher vacillated between support and apparent "bother" by the student's presence; the 24th student expressed concern that the teacher was unfamiliar with the program and its expectations.

Workshops on Developmentally Appropriate Practice. The purpose of the workshops was to discuss developmentally appropriate practices and the requirements of the internship, in order that cooperating teachers would have as much understanding of the program as possible. Both workshops had a low attendance; five teachers attended the September session and a total of 10 teachers and directors attended the October session. Although those who attended the programs unanimously indicated satisfaction, the low attendance was undoubtedly a factor in the lack of understanding of the program expectations on the part of some cooperating teachers.

An informal survey of eight of the cooperating teachers was held to determine the cause of the low attendance. Three teachers indicated schedule conflicts, three indicated that the distance from the college was a problem and two teachers stated that they simply forgot the meeting. All eight expressed the opinion that the workshops were an excellent idea and that they appreciated the college's efforts on their behalf. Several also commented that they received little such support from other colleges which had placed students in their classrooms.

Goal #7: Each intern will feel that her/his cooperating teacher was able to provide at least adequate supervision

This goal was measured using the questionnaire and Student Evaluations of Placement Sites and was achieved for most but not all of the interns.

Questionnaire Item. When asked whether their cooperating teacher had provided adequate supervision, 18 of the interns (75%) strongly agreed and four additional students (17%) agreed somewhat (see Appendix B) for a total of 22 (92%) as illustrated in Figure 6. One of the remaining two students had no opinion and one student disagreed somewhat. While these results do not constitute total agreement on the part of the students, they do demonstrate a 3% improvement over the responses of the 1988-90 interns.

Student Evaluation of Placement Site. Twenty-two of the interns stated that their cooperating teacher provided adequate supervision. As discussed earlier, one of the remaining two students reported that her cooperating teacher was supportive at times and one student felt that her supervision was affected by her cooperating teacher's lack of

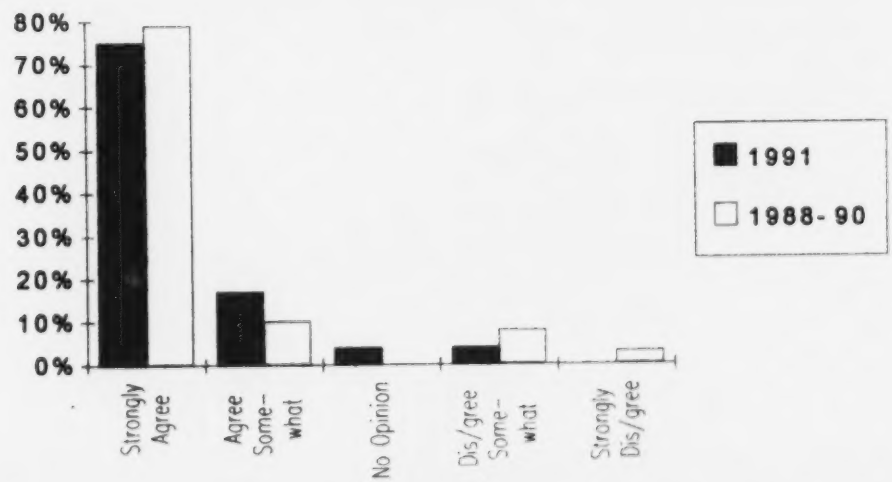


Figure 6. Students' View of their Supervision by Cooperating Teachers.

familiarity with the college's expectations for child development interns and was not sufficiently flexible in her planning to readily include required activities.

Student Self-Evaluations. The two students evaluated their supervision as less than adequate were quite clear about their reasons in their evaluations, which repeated the information they provided in their evaluations of their placement sites.

Unexpected Outcome

An unexpected outcome of the practicum resulted from the analysis of the Evaluation of the College Intern Supervisor. Although the responses were, for the most part, quite positive, a substantial minority (eight out of 24; see Table 1) of the students felt that they were not graded by fair standards. Students were asked to discuss this finding during their individual conferences at the end of the semester, and the interns discussed the issue as a group at the final seminar session. Fifteen of the students repeated their belief that grading was fair, as illustrated in their written responses to the evaluation. During the discussion it became apparent that the claims of unfair grading practices stemmed from the evaluation of the students' classroom observations and not from overall grading practices. Several students indicated that they felt that allegations of unfairness came from students who had not been well prepared. Others felt that the college supervisor's evaluation was not as positive as the evaluation completed by the cooperating teacher for the same activity.

Discussion and Recommendations

Overview

Six of the seven goals identified for the practicum were achieved. Clearly, then, it is possible for students in an A. A. degree program to select successful and developmentally appropriate placement sites

Results of the practicum confirmed previous research indicating that good placements are the result of a match between the student and the placement site (Applegate & Lasley, 1982) and that random assignments tend to be less successful than matches between student and placement (deVoss, 1981). Selection of the placement sites for the practicum was actually by mutual choice, since students observed and evaluated only in classrooms in which the teacher had already met with the student and expressed a willingness to work with that particular student. As Easterly (1977) found, such mutual choice placements are the most successful type of student placement. The success of the placements in the practicum verified this previous research.

One of the inherent weaknesses frequently found in field placements is the discrepancy between child development theory taught in college classes and the actual practices observed in the field (Martin, 1987). A certain degree of discrepancy may be inevitable. However, it is important to minimize such disparities, as was attempted in this practicum and to assist students in identifying those practices which are inconsistent with established educational and child development theory. If students cannot accomplish this, they tend to accept the negative practices at appropriate (Copeland, 1982). Although experiences in poor placements can be damaging, (Doxey, 1983) students who can identify those practices are less likely to be affected by them. Since the students involved in the practicum were each able to identify negative aspects of their placements, they should be less likely to accept and model inappropriate practices.

It is widely accepted that the quality of an education program is dependent upon the teacher (Hodges, 1982). It follows, then that the cooperating teacher is the most important aspect of a placement site (Stout, 1982) and that successful placements require that cooperating teachers have a thorough understanding of child development, since their effectiveness is dependent upon that knowledge (Bredecamp, 1986). It is imperative, therefore, that the college maintain close contact with the cooperating teachers and attempt to ensure a basic understanding of child development and developmentally

appropriate practices exists in all placement sites. The practicum was less successful in maintaining such contact than was hoped, as evidenced by the poor attendance at the workshops held for cooperating teachers. In order to increase the success of the internship program, attendance at workshops must increase or alternative means of maintaining contact must be developed.

Role of the College Supervisor

Supervisor's Role in Selecting Placement Sites. The practicum was not successful in achieving the goal of student satisfaction with the amount of assistance they received in the selection of a placement site. It is difficult to determine the reasons for this, particularly since the students actually had much more assistance than was provided to previous interns, such as: 1) the handbook; 2) the guidelines for selecting placements; 3) site evaluation forms completed by previous interns and 4) the use of the inventory to evaluate potential placements. Perhaps the increased amount of assistance served to escalate student expectations as well. It is clear, however, that a number of students would have appreciated additional assistance; it is likely that future interns would also desire such assistance.

Supervisor's Role in Evaluating Students. Criticism of the college supervisor is a common problem in field placements (Williams & McBride, 1989). The major criticism expressed by students of the intern supervisor during the practicum was related to the evaluation of students during observation, in that some students felt they were not graded fairly and that evaluations were not sufficiently positive. As a result of these concerns, changes will be made in the evaluation process. In order that students be assured of receiving an evaluation which is balanced between strengths and weaknesses of their presentation, the format of the evaluation will be changed to include five basic strengths and weaknesses of the presentation. This should assure students that the supervisor is able to see both the positive and negative aspects of the presentation.

Recommendations

In order to improve the two areas in which the practicum was not totally successful, the following changes in the internship program are recommended:

1) Students will be provided more information regarding developmentally appropriate practice and the selection of an appropriate placement in the education course taken as a prerequisite for the internship.

2) Students will use the Inventory of Classroom Practices in the prerequisite course in order to give them additional experience in observing and evaluating classrooms.

3) In order to improve the attendance at workshops for cooperating teachers, in the future only one workshop will be planned but it will be offered on two different dates.

4) In order to encourage the cooperating teachers to attend workshops and work with the college, the geographic area in which students are placed will be limited, so that teachers will not decline to come to workshops because of the distance involved.

Dissemination

The findings of this practicum indicate that students can be assisted to effectively select developmentally appropriate field placements. The process of selection and support for the students developed for the practicum resulted in successful practicum experiences for all of the students. The information on how to guide students through this process has potential usefulness for other college and university supervisors of student interns in the fields of child care and education. In order to disseminate this information to as wide an audience as possible, the author and her practicum advisor have submitted a presentation proposal to the 1992 Annual Conference Committee for the National Association for the

Education of Young Children. Proposals may also be submitted to the national conferences of other professional as well.

References

Applegate, J. H., & Lasley, T. J. (1982). Cooperating teachers' problems with preservice field experience students. Journal of Teacher Education. 33(2). 15-18.

Becher, R. M., & Ade, W. E. (1982). The relationship of field placement characteristics and students' potential field performance abilities to clinical experience performance ratings. Journal of Teacher Education. 33(2). 24-30.

Blazier, R. E. (1988). Training staff to provide developmentally appropriate child care. (Report No. PS 017 679). Fort Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 301 350).

Bredekamp, S. (Ed.). (1986). Developmentally appropriate practice. Washington, DC: National Association for the Education of Young Children.

Castle, K., Aichele, D. B. (1977). Student teacher placements based on educational beliefs. (Report No. SP 011 787). Stillwater, OK: Oklahoma State University. (ERIC Document Reproduction Service No. ED 146 138).

Connecticut State Department of Education. (1990). The teacher's ongoing role in creating developmentally appropriate early childhood program: A self-study process for teacher of children ages 5-8. (Report No. PS 018 808). Hartford, CT: Author.

Coon, G., Christina, R., Cramer, R. L. & Sponseller, D. (1975). The Practicum. (Report No. SP 008 661). Rochester, MI. Oakland University. (ERIC Document Reproduction Service No. ED 099 356).

Copeland, W. D. (1982). Student teachers' preference for supervisory approach. Journal of Teacher Education. 33(2). 32, 34-36.

deVoss, G. (1981). The thrill of success--and the agonyof failure--student teaching at its best and worst. (Report No. 016 734). Columbus OH: Ohio State University (ERIC Document Reproduction Service No. 191 850).

Douglas, D. R. (1980). Special education practica and internship experiences. (Report No. EC 124 331). Philadelphia, PA. Annual International Convention of the Council for Exceptional Children (ERIC Document Reproduction Service No. ED 197 066).

Doxey, Isabel (1983). The field practice component of early childhood education preservice training programs. (Report No. PS 014 126). Atlanta, GA: Annual

Meeting of the National Association for the Education of Young Children. (ERIC Document Reproduction Service No. ED 239 770).

Dyrli, O. E. (1972). Involving prospective teachers with children--a workable model. Journal of Teacher Education. 23(4). 461-463.

Easterly, J. L. (1977). Mutual-choice placement--a humanistic approach to student teaching assignments. (Report No. SP 016 656). Rochester, MI: Oakland University. (ERIC Document Reproduction Service No. ED194 454).

Glassberg, S., & Sprinthall, N. A. (1980). Student teaching: A developmental approach. Journal of Teacher Education. 31(2). 31, 35-7.

Green, J. E. (1983). A manual for cooperating teachers: Secondary field experiences. (Report No. SP 023 303). Franklin, Indiana: Franklin College. (ERIC Document Reproduction Service No. ED 237 479).

Hedley, R. L., Trosky, O. S. & Wood, C. C. (1976). Training in supervision: A limited inservice approach. (Report No. SP 010 386). Bloomington, IN: Indiana University School of Education. (ERIC Document Reproduction Service No. ED 128 314).

Hodges, C. (1982). Complementing methods: If you can't blame the cooperating teacher who can you blame? Journal of teacher Education. 33(6). 25-29.

Hyson, M. C., Hirsh-Pasek, K., & Rescorla, L. (1989). The classroom practices inventory. (Report No. PS 018 245). Chicago, IL: Spencer Foundation. (ERIC Document Reproduction Service No. ED 310 858).

Hyson, M., Kirsh-Pasek, K., & Rescorla, L. (1990). The classroom practices inventory An observation instrument based on NAEYC's guidelines for developmentally appropriate practices for 4 and 5 year old children. Early Childhood Research Quarterly 5(4). 475-494.

Katz, L. G. (1989). Pedagogical issues in early childhood education. (Report No. PS 018 801). Urbana-Champaign, IL: University of Illinois. (ERIC Document Reproduction Service No. ED 321 840).

Langham, B. J. & Carroll, E. C. (1978). A model curriculum for preparation of bilingual-bicultural trainers forchild development associates. Part 3: Field supervisor handbook. (Report No.FS 010 427). Austin, TX: Early Childhood Development Division, Texas Department of Community Affairs. (ERIC Document Reproduction Service No. ED 167 273).

Leslie, L. l. (1969). Improving the student teaching experience through selective placement of students. (Report No. SP 003 393). Salt Lake City, UT: University of Utah. (ERIC Document Reproduction Service No. ED 034 718).

Machado, J. M. & Meyer, H. E. (1984). Early childhood practicum guide: A sourcebook for beginning teachers of young children. Albany, NY: Delmar.

Martin, B. B. (1987). Developing a learning-teaching styles scheme to improve teaching behaviors of college child development student interns. (Report No. PS 016 984). Fort Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 288 638).

Mason, G. E. (1985). Coordinating the internship program: The ins and outs of directing interns. (Report No. CS 504 919). Indianapolis, IN: Annual Meeting of the Central States Speech Association. (ERIC Document Reproduction Service No. ED 255 973).

McMurtry, D. (1983). Resolving student teacher staffing difficulties in the community college laboratory nursery school through preservice orientation techniques. (Report No. PS 014 236). Fort Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 241 179).

National Association for the Education of Young Children. (1984). Some ways of distinguishing a good early childhood program. Washington, DC: Author.

Parker, L. et al. (1977). Administrative handbook on student internships. (Report No. CE 012 842). Rockville, MD: Montgomery County Public Schools. (ERIC Document Reproduction Service No. ED 145 169).

Phillips, D. A. & Howes, C. (1987). Indicators of quality in child care: Review of research. In D. A. Phillips (Ed.), Quality in child care: What does research tell us? (pp. 1-20). Washington, DC: National Association for the Education of Young Children.

Stout, C. (1982). Why cooperating teachers accept students. Journal of Teacher Education. 33(6). 22-24.

Warnat, W. I. (1980). How responsive is higher education to training needs? Journal of Teacher Education. 31(4). 21-26.

Watson, B. H. (1985). Part-time early childhood education program curriculum guide. (Report No. PS 015 504). Victoria, British Columbia, Canada: Ministry of Education Post-Secondary Department. (ERIC Document Reproduction Service No. ED 264 942).

Williams, H., & McBride, N. (1989) Alternative Practicum Support Services: Developmentally Appropriate Practice for Early Childhood Teacher Education Students. (Report No. PS 018 261). Hong, Kong: International Conference on Early Education and Development. (ERIC Document Reproduction Service No. ED 309 886).

Zimpher, N. L., & Nott, D. L. (1980). A closer look at university student teacher supervision. Journal of Teacher Education. 31(4). 11-15.

APPENDIX A

QUESTIONNAIRE

INTERNSHIP PLACEMENTS
(SELECTION AND SUPERVISION)

The purpose of the questionnaire is to improve the quality of the child development internship. In order to accomplish this, we need to determine two things: 1) whether or not the process for selecting internship placements results in positive experiences for child development interns; and 2) whether the supervision provided during internship is adequate. Your personal experiences in child development internship are very important to our understanding of these concerns.

Return the questionnaire in the enclosed stamped, self-addressed envelope by May 13th to: Barbara P. Shelton, Chair, Child Development Division, _____ College.

PART I

Please respond to each question, circling the number which comes closest to your opinion.

1. My internship was a very positive experience.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

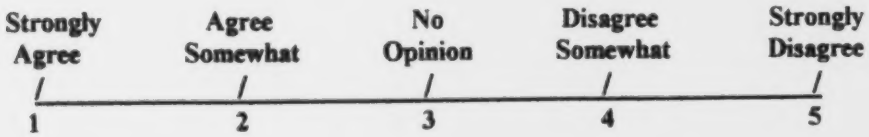
2. I would like to return to the same placement if I were doing internship again.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

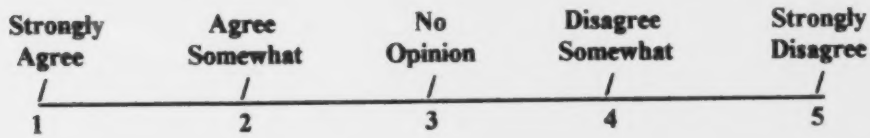
3. I would recommend my placement to other students.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

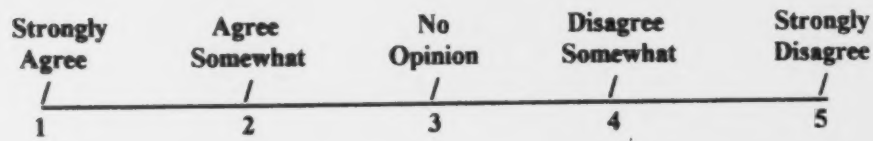
4. I knew enough about child care centers and preschools to select an appropriate placement.



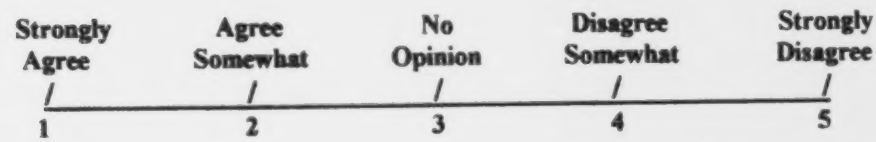
5. I had enough information available to me to select an appropriate placement.



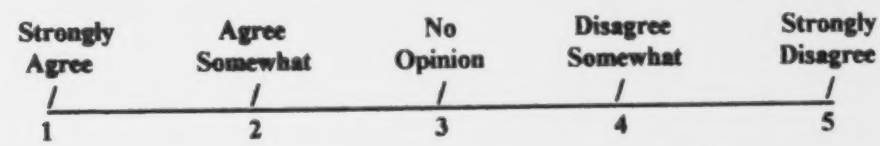
6. I received sufficient assistance in selecting an appropriate placement.



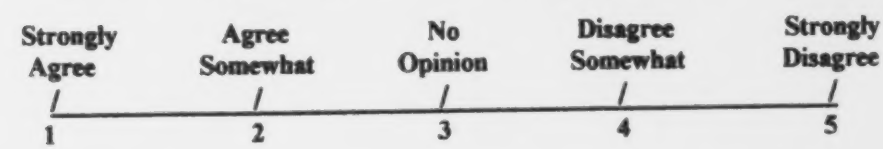
7. I believe that students should select their own placements.



8. Students should be assigned a placement by the college internship supervisor.



9. I received adequate support from the college supervisor during my internship.



10. I received adequate supervision from my supervising teacher.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

11. My supervising teacher had an adequate understanding of what was expected of me.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

12. I was adequately prepared for the requirements of internship.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

13. The activities in the center in which I did my internship were consistent with the child development theory I learned at _____ college.

Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1	2	3	4	5

14. In what year did you year did you take the internship course?

1988 1989 1990

15. What grade did you receive in internship?

A B C D F

16. What are you doing now?

Student Working Other_____

17. If you are working full-time, what type of work are you doing?

Teacher/Assistant Teacher

Other work with children

Other _____

PART II

Please state briefly your responses to the following questions:

18. How do you think the selection process for internship placements could be improved?

19. What other improvements would you suggest for the internship course?

20. Additional comments:

THANKS AGAIN FOR YOUR HELP!

APPENDIX B

QUESTIONNAIRE RESPONSES

QUESTIONNAIRE RESPONSES FROM 1988-90 INTERNS

Item #1: My internship was a positive experience.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	21	8	0	0	1	1	2	1	0	0	1	0	1	0	0	1	0	0	1	0
Total	29				5				1				2				1			

Item #2: I would like to return to the same placement if I were doing internship again.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	21	8	0	0	1	2	0	0	0	0	0	0	0	0	2	1	0	1	1	1
Total	29				3				0				3				3			

Item #3: I would recommend my placement to other students.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	21	7	0	0	1	2	1	0	0	0	1	2	1	0	0	0	0	1	1	0
Total	28				4				3				1				2			

Item #4: **I knew enough about child care centers and preschools to select an appropriate placement.**

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	9	4	0	1	8	3	2	1	1	1	1	0	5	1	0	0	0	0	1	0
Total	14				14				3				6				1			

Item #5: **I had enough information available to me to select an appropriate placement.**

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	14	5	0	1	4	3	1	1	1	0	2	0	3	1	1	0	0	0	1	0
Total	20				9				3				5				1			

Item #6: **I received sufficient assistance in selecting an appropriate placement.**

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	14	4	0	0	5	3	1	2	1	2	2	0	2	0	1	0	0	0	1	0
Total	18				11				5				3				1			

Item #7: I believe that students should select their own placements.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	9	6	2	2	10	3	1	0	1	0	0	0	3	0	1	0	0	0	0	0
Total	19				14				1				4				0			

Item #8: Students should be assigned a placement by the college internship supervisor.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	2	0	1	0	5	2	1	0	3	2	0	0	11	2	0	1	2	3	2	1
Total	3				8				5				14				8			

Item #9: I received adequate support from the college supervisor during my internship.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	22	6	0	0	2	2	1	1	0	0	2	1	0	0	0	0	0	0	1	0
Total	28				6				3				0				1			

Item #10: I received adequate supervision from my supervising teacher.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	21	6	2	1	0	2	1	1	0	0	0	0	2	1	0	0	0	0	1	0
Total	30				4				0				3				1			

Item #11: My supervising teacher had an adequate understanding of what was expected of me.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	21	7	2	0	2	2	0	2	0	0	1	0	0	0	0	0	0	0	1	0
Total	30				6				1				0				1			

Item #12: I was adequately prepared for the requirements of internship.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	20	8	1	0	3	1	2	1	0	0	0	1	0	0	0	0	0	0	1	0
Total	29				7				1				0				1			

Item #13: The activities in the center in which I did my internship were consistent with the child development theory I learned at _____ college.

	Strongly Agree				Agree Somewhat				No Opinion				Disagree Somewhat				Strongly Disagree			
Grade	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
No.	15	8	2	1	6	0	1	1	0	0	0	0	2	0	1	0	0	1	0	0
Total	26				8				0				3				1			

Item #14: In what year did you take the internship course?

	1988	1989	1990
No.	7	15	16

Item #15: What grade did you receive in internship?

	A	B	C	D	F
No.	23	9	4	2	0

Item #16: What are you doing now?

	Student	Working	Other
No.	30	8	0

Item #17: If you are working *full-time*, what type of work are you doing?

	Teacher/Assistant	Other work with children	Other
No.	6	0	2*

* 1. Working full-time at a university hospital, while going to school part-time in education.
2. Administrative work.

Item #18: How do you think the selection process for internship placements could be improved?

No.	Comment
8	No improvement necessary
6	Providing a list of appropriate/inappropriate placements (Note: A list of appropriate placements has been available since 1989)
4	Require students to visit more than one center and then select an internship site
3	Stronger guidance in selecting sites. If possible, assign students to appropriate sites
2	Students should select their own sites for internship

1	Students should be paired with cooperating teachers with personalities compatible with their own
1	Students should be placed in centers with different orientations than their own background
1	Need for someone to boost self-esteem, especially early in the internship
1	Selection should have both supervisor's and students' input (current practice)
1	Placements should be determined in the spring semester prior to internship
1	An observation visit should be required before selecting a placement
1	Include a trial period before a student is committed to intern at a center
1	Internship placements should be with classes which meet for more than two days per week
1	Placements sites should be appropriate
1	Cooperating teachers should know the expectations of the program
1	Students should not be permitted to intern in the same classroom in which they did a previous field experience (this has never been permitted)
1	The college supervisor should prepare a list of possible placements from which students could choose

Item #19: What other improvements would you suggest for the internship course?

No.	Comment
9	No improvement necessary
3	Weekly class sessions were extremely helpful and should be continued
2	Students should do more lesson plans and have more opportunity to teach
1	Weekly class sessions not helpful

1	Weekly class sessions were too brief (50 minutes)
1	Supervising teachers need to understand the importance of their evaluations for students' grades
1	Certain specific areas should be required for practice activities; ex. science, math, social studies, reading and creative movement
1	Spreading internship over a year instead of one semester
1	Need additional field experience prior to internship
1	The workload is too heavy
1	Increase the number of credits received for the course
1	College supervisor should visit at least three times to observe students' progress
1	Need additional information about other careers working with children
1	Placement site should be required to provide materials for student projects
1	Seminar discussions should include working and parents and teaching assistants

Item #20: Additional comments:

No.	Comment
11	A very positive experience
2	It is disappointing that this course transfers (to the local state university) as an elective
1	A maturing experience
1	Center where alumna works would welcome interns
1	College supervisor was a great role model
1	"In some circumstances the internship supervisor should choose placements, but if they are responsible students I think the decision can be appropriately made (by the student)"

1 "I'm not sure (about improvements) because on the outside my placement seemed to be great, however once I worked there I found out the truth. I enjoyed the actual internship course. I realize every internship is not going to be just like what I learned at _____ College, however my internship was terrible to say the least."

1 "I'm in a health care internship and we are only required a journal and 7 activities and that is enough. I have time to concentrate on the children." (Note: the internship referred to receives less academic credit than the general internship)

QUESTIONNAIRE RESPONSES FROM 1991 INTERNS

Item #1: My internship was a positive experience.

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	21	3	0	0	0

Item #2: I would like to return to the same placement if I were doing ternship again.

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	17	6	1	0	0

Item #3: I would recommend my placement to other students.

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	18	6	0	0	0

Item #4: I knew enough about child care centers and preschools select an appropriate placement.

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No	11	11	1	1	0

Item #5: **I had enough information available to me to select an propriate placement.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	10	10	1	3	0

Item #6: **I received sufficient assistance in selecting an appropriate lacement.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	10	7	3	4	0

Item #7: **I believe that students should select their own placements.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	17	4	3	0	0

Item #8: **Students should be assigned a placement by the college ternship supervisor.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	0	2	1	8	13

Item #9: **I received adequate support from the college supervisor during my internship.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	14	9	0	1	0

Item #10: **I received adequate supervision from my supervising teacher.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	18	4	1	1	0

Item #11: **My supervising teacher had an adequate understanding of what was expected of me.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	15	4	1	4	0

Item #12: **I was adequately prepared for the requirements of internship.**

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	14	8	0	2	0

Item #13: The activities in the center in which I did my internship were consistent with the child development theory I learned at _____ college.

	Strongly Agree	*Agree Somewhat*	*No Opinion*	*Disagree Somewhat*	*Strongly Disagree*
No.	16	6	0	2	0

Item #14: In what year did you take the internship course?

N/A: All respondents were in the 1991 class.

Item #15: What grade did you receive in internship?

N/A: Students completed the evaluation at the end of the course prior to receiving their final grade.

Item #16: What are you doing now?

N/A: All were students in the program at the time they completed the questionnaire.

Item #17: If you are working *full-time*, what type of work are you doing?

N/A

Item #18: How do you think the selection process for internship placements could be improved?

No.	Comment
9	No changes necessary; inventory was very helpful
4	No response
2	Students need more time to observe before selecting a placement

2	Selection process should be completed the semester prior to internship to allow more time for the required hours
2	Required observation really helped
1	Should use only preschools, not day care centers for placements.
1	Cooperating teacher should not be required to have an A. A. degree, since some individuals without a degree would make good cooperating teachers.
1	By having opinions of other students (this has already been done as part of the practicum)
1	Students should have to compare more than one teacher and more than one center before selecting a placement.
1	Require an interview prior to approving the placement
1	Selection process should continue to be done in September (as it was this year) rather than in May so that the student can see the actual class in which he/she will be placed
1	Internship should be full-time and without any other classes
1	More help for people from areas far from the college in finding a center
1	Provide more information on the list of previous placements
1	More direct guidance in selecting a placement

Item #19: What other improvements would you suggest for the internship course?

No.	Comment
4	No response
3	No improvements needed
2	Course should be 4 credits instead of 3 or smaller workload
2	Placement workshops should be eliminated as they were not helpful

1	College supervisor should "pop" in a few times unannounced to get a better idea of the student interacts with children
1	College supervisor should observe student without student's knowledge
1	Time spent at home planning should be included in the 90 hours
1	Increase the number of conferences between the student and cooperating teacher
1	Reduce the required number of activities to allow for more time to observe the cooperating teacher
1	Placement workshops should be revised to be appropriate for our major
1	Need more time in the classroom
1	Reduce the percentage of the grade based upon the college supervisor's observation (12%)
1	More supervision and specific dates for each activity to be completed
1	Course was very organized
1	Fun!
1	Workload was reasonable
1	Require students to write thank you notes to their cooperating teacher
1	Initial conference between supervisor and cooperating teacher should include the student
1	All students should do the problem presentation assignment instead of an activity

Item #20: Additional comments:

No.	Comment
2	Enjoyed the course

4	Learned a great deal
2	Expectations of the college supervisor are too high
1	Received a lot of help from college supervisor
1	Pleased with the supervision from the college supervisor
1	College supervisor encouraged us to do our best!
1	In class projects was not helpful
1	Some students did less and received the same credit

APPENDIX C

INVENTORY OF CLASSROOM PRACTICES

INVENTORY OF CLASSROOM PRACTICES

Key: A = Appropriate Practice for 4 and 5 year old children
I = Inappropriate Practice for 4 and 5 year old children

(Note: Key would not be provided on the rating form. Rating scale would appear beside each item.)

Rating Scale:

1 = Not at all like this classroom
2 = Very little like this classroom
3 = Somewhat like this classroom
4 = Much like this classroom
5 = Very much like this classroom

Part I: Program/Activity Focus

1. Children select their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art and music. (A)

2. Large group, teacher directed instruction is used most of the time. Children are doing the same things at the same time. (I)

3. Children are involved in concrete, three-dimensional learning activities, with materials closely related to children's daily life experiences. (A)

4. The teacher tells the children exactly what they will do and when. The teacher expects the children to follow her plans. (I)

5. Children are physically active in the classroom, choosing from activities the teacher has set up and spontaneously initiating many of their own activities. (A)

6. Children work individually or in small, child-chosen groups most of the time. Different children are doing different things. (A)

7. Children use workbooks, ditto sheets, flashcards, and other abstract or two-dimensional learning materials. (I)

8. Teachers ask questions which encourage children to give more than one right answer. (A)

9. Teachers expect children to sit down, watch, be quiet, and listen, or do paper and pencil tasks for major periods of time. (I)

10. Reading and writing instruction emphasizes direct teaching of letter recognition, reciting the alphabet, coloring within the lines, and being instructed in the correct formation of letters. (I)

11. Teachers use activities such as block building, measuring ingredients for cooking, woodworking, and drawing to help children learn concepts in math, science, and social studies. (A)

12. Children have planned lessons in writing with pencils, coloring predrawn forms, tracing, or correct use of scissors. (A)

13. Children use a variety of art media, including easel and finger painting, and clay, in ways of their own choosing. (A)

14. Teachers expect children to respond correctly with one right answer. Memorization and drill are emphasized. (I)

15. When teachers try to get children involved in activities, they do so by stimulating children's natural curiosity and interest. (A)

16. The classroom environment encourages children to listen and read stories, dictate stories, notice print in use in the classroom, engage in dramatic play, experiment with writing by drawing, copying, and inventing their own spelling. (A)

17. Art projects involve copying an adult-made model, coloring predrawn forms, finishing a project the teacher has started, or following other adult directions. (I)

18. Separate times or periods are set aside to learn material in specific content areas, such as math, science, or social studies. (I)

19. Children have daily opportunities to use pegboards, puzzles, legos, markers, scissors, or other similar materials in ways the children choose. (A)

20. When teachers try to get children involved in activities, they do so by requiring their participation, giving rewards, disapproving of failure to participate, etc. (I)

Part 2: Emotional Climate

21. Teachers show affection by smiling, touching, holding, and speaking to children at their eye level throughout the day, but especially at arrival and departure. (A)

22. The sound of the environment is marked by pleasant conversation, spontaneous laughter, and exclamations of excitement. (A)

23. Teachers use competition, comparison, or criticism as guidance or discipline techniques. (I)

24. Teachers talk about feelings. They encourage children to put their emotions (positive and negative) and ideas into words. (A)

25. The sound of the environment is characterized either by harsh noise or enforced quiet. (I)

26. Teachers use redirection, positive reinforcement, and encouragement as guidance or discipline techniques. (A)

Note: The Classroom Practices Inventory by M. C. Hyson, K. Hirsh-Pasek, and L. Rescorla (Report No. PS 018 245). Chicago, IL: Spencer Foundation. (ERIC Document Reproduction Service No. ED 321 840). Reprinted with permission.

APPENDIX D

CHECKLIST FOR COOPERATING TEACHERS

CHECKLIST FOR COOPERATING TEACHERS

ITEM	RESPONSE			
	Frequently	*Occasionally*	*Never*	*Not Applicable*
The cooperating teacher...				
1. seems to understand the college's expectations of the student.				
2. seems confused about the college's expectations of the student.				
3. returns evaluations and other forms in a timely manner.				
4. contacts the college supervisor to clarify issues when necessary.				
5. provides the student with appropriate supervision.				
6. appears to understand the concept of developmentally appropriate practice.				
7. uses developmentally appropriate practice in the classroom.				
8. provides an appropriate role model for the student.				
9. encourages the student to plan developmentally appropriate activities.				
10. increases the student's understanding of developmentally appropriate practice.				

APPENDIX E

STUDENT SELF-EVALUATION FORM

STUDENT SELF-EVALUATION FORM

Please respond in typewritten, narrative form, to the following questions:

1. In what ways did you achieve or fail to achieve your original goals for the internship?

2. What benefits did you gain from the internship?

3. What could you have done to make the experience more worthwhile?

4. In which areas did you feel best prepared and in which areas did you feel least prepared to cope with situations that arose during your internship?

5. In what ways were you treated like a professional? By whom? What would you like to see changed in attitudes towards this profession? What could you do to change them?

6. What did you learn about yourself as a professional? Did this experience help you make a decision about your own future--continuing study or career choice?

7. What suggestions would you make to the college regarding the internship program?

8. Would you recommend your placement situation to future interns? Why or why not?

APPENDIX F

STUDENT EVALUATION OF PLACEMENT SITE

STUDENT EVALUATION OF PLACEMENT SITE

Center: _____

Location: _____

Type of Center: _____

Age Group: _____ Date of Internship: _____

Student: _____

1. Did the practices of this center reinforce the child development principles taught at _____ college? Why or why not?

2. Did the teachers in the center use techniques of positive discipline?

3. Were the school and supervising teacher supportive and helpful to you as a student?

4. Would you recommend this placement to future interns? Why or why not?

5. Would your responses to this evaluation be substantially different if you were placed in the same school with a different teacher? Why or why not?

6. Additional comments:

APPENDIX G

EVALUATION OF
COLLEGE INTERNSHIP SUPERVISOR

EVALUATION OF

COLLEGE INTERNSHIP SUPERVISOR

Please answer true or false to the following statements:

In this class the intern coordinator generally:

_____1. Indicates to me what I am expected to learn by the end of the internship experience (objectives).

_____2. Encourages me to make suggestions about the course.

_____3. Uses my suggestions about the course.

_____4. Encourages me to say what I think.

_____5. Listens to what I say.

_____6. Plans class activities which make it possible for me to learn from other students.

_____7. Explains things so I can understand them.

_____8. Answers my questions adequately.

_____9. Clarified expectations of dress and grooming.

_____10. Defines rules and punctuality.

_____11. Sees that I receive orientation to the company or agency for whom I intern.

_____12. Sees that I am oriented to facilities.

_____13. Encourages independent work on assigned tasks.

_____14. Gives me feedback on performance.

_____15. Shows interest in my development.

_____16. Encourages new and meaningful experiences.

_____17. Gives me grades based on fair standards.

_____18. Treats me fairly.

_____19. Is somebody I feel free to talk to.

_____20. Tries to find out my interests.

_____21. Seems to know my abilities.

From: Administrative handbook on student internships. (Report No. CE 012 842). Rockville, MD: Montgomery County Public Schools. (ERIC Document Reproduction Service No. ED 145 169). Reprinted with permission.

APPENDIX H

STUDENT GUIDELINES FOR SELECTING AN INTERNSHIP PLACEMENT

STUDENT GUIDELINES FOR SELECTING

AN INTERNSHIP PLACEMENT

The selection of your internship site will have a very significant impact on the entire experience. It is important that you select carefully so that you may have as positive an experience as possible. The following guidelines should help you in your selection:

1. Think carefully about the type of experience you would like to have, considering such issues as the type of program (preschool, full-time child care, kindergarten, public, private or parochial).

2. Consider your schedule and time constraints, of course, but do not make the location of the center your primary consideration.

3. Talk with other students, parents and teachers in your area to get an idea about possible placement sites.

4. Review the evaluations submitted by former interns to obtain additional information.

5. Select a center to visit. Call first, and explain to the director or principal the reason for your visit.

6. First visit with the director or principal and discuss both the internship and the program of the center. Do NOT be shy about asking questions about the philosophy of the center, etc.

7. Explain clearly that you are visiting possible centers for a placement and that you may visit several sites (this gives you a graceful out if you decide that the center is not appropriate for you). Also state clearly that the college supervisor must give final approval of all placements.

8. The minimum requirement for a cooperating teacher is an A. A. degree, with a bachelor's degree preferred. Be sure to mention this to the director of any child care center or religiously affiliated school, since the state requirements for senior staff require less education.

9. If you are interested in the center, ask to visit the class to which you would be assigned. If the director hesitates, explain that this is a requirement before your placement can be approved (it is!). You may want to plan on a brief visit and return for a second, longer observation.

10. Your longer observation should be 2-3 hours. During or shortly after this observation, you should complete the Inventory of Classroom Practices form.

11. After the observation, score the inventory. If the score for developmentally inappropriate practices is arger than the score for appropriate practices, you must select another site.

12. If the appropriate practices score is the larger one,examine the items carefully to determine whether you are comfortable with the practices of the classroom you observed.

13. Consider any other information about the center and determine whether or not you are comfortable with the site.

14. If you decide that this placement is appropriate for you, contact the college supervisor, who will arrange to visit the center and make the decision regarding final approval.

15. If you aren't certain about the placement, discuss it with the college supervisor.

16. If either you or the supervisor decide that this placement is not appropriate, select another site to visit.

17. Once your site has been approved, you are on your way!

REMEMBER THAT THE HOURS YOU SPEND OBSERVING ARE **NOT** WASTED!! THEY MAY MEAN THE DIFFERENCE BETWEEN A WONDERFUL EXPERIENCE AND A NIGHTMARE--AND THE TIME COUNTS TOWARDS YOUR 90 HOURS, TOO!

APPENDIX I

HANDBOOK FOR THE INTERNSHIP PROGRAM

CHILD DEVELOPMENT DIVISION

———— COLLEGE

HANDBOOK FOR THE

INTERNSHIP PROGRAM

1991

Foreward

The faculty of the Child Development Division of _____ College is grateful for your participation in our program. It is impossible to prepare students for work with children without providing them an opportunity to observe and participate in established programs. Without dedicated professionals willing to share their expertise (and their children) our students would have an incomplete education. We thank you for your commitment to children, to your profession and for your involvement in the internship program.

Supervision of a student is, of course, a serious responsibility, but it is usually a rewarding experience as well. It provides the opportunity for the cooperating teacher to pass on her/his own experience and to have a direct impact on a developing professional In order for maximum learning to take place, it is important that open communication exists between the three individuals involved in the field placement--the student, cooperating teacher and college supervisor. Specific conference times will be established during the semester but additional time can easily be arranged if any special concerns or questions arise. Students and cooperating teacher should also have a daily conference time to discuss the student's progress.

Questions or concerns? Call Barbara Shelton at _____

THE CHILD DEVELOPMENT PROGRAM

The Child Development program is an Associate of Arts degree curriculum designed to prepare students for work with children in a variety of settings. The majority of our graduates continue their education in a Bachelor's degree program in early childhood education, although each year some students pursue degrees in related fields, such as speech therapy, elementary education, psychology and child life, while other students go directly into employment working with children.

The philosophy of the Child Development Division is consistent with the National Association for the Education of Young Children's concept of developmentally appropriate practice for preschool children. Students are taught to develop "hands-on" experiences for children and to give children the time to explore materials and to discover concepts.

It is the philosophy of the Child Development Division as well as the college as a whole that students' learning is enhanced and their motivation increased by early practical experiences in their chosen field of study. Therefore, our curriculum includes a variety of field experiences in almost every course we offer.

Students begin the sequence of study in child development during their first semester, taking Introduction to Childhood Education. This course provides a basic background in the developmental stages of growth in young children, as well as the implications those stages have for work with young children. Students observe individual children of various ages in order to enhance their understanding of developmental theories. An overview of programs and careers with children is also incorporated into the course.

During the second semester, students generally take three courses in child development. In Learning Experiences for Young Children students are introduced to appropriate activities for children and are given an opportunity to plan and execute at least two activities during a 12 hour field placement. Completion of the first two courses is accepted by the state in fulfillment of the 90 hour requirement for senior staff positions in child care.

Creative Art for Children and Literature for Children are also usually taken during the second semester of the program. Both courses are designed to provide students with a solid understanding of the application of child development principles to work with children. Focus in the art course is on the artistic process, rather than the completion of multiple direction projects and students are introduced to a variety of artistic media which can be used with children. Students are also required to design and implement an art activity in the college laboratory school. In the literature course, students are introduced

to a wide variety of books for children, learn how to select appropriate literature for children and are introduced to a number of methods of providing literary experiences for children. Students also have the opportunity to practice reading to a group of children during the course.

Child Development Internship *and* Language Development in Young Children are taken during the third semester of the program. The internship program will be discussed in the next section of the manual. The *language development course* focuses both on the stages of language development and methods of fostering language development in children. Students have the opportunity to observe language development in children of various ages as they fulfill the course requirements.

In addition to the required courses in the program, a number of elective courses are offered. Students interested in working with children in health care may take a sequence of three courses in addition to all required child development courses. The courses include: *Children in Health Care*, Children in Crisis, and Specialized Internship. Completion of the health care sequence is noted on a student's transcript.

Students may also elect one or more of three other elective courses offered. Infant Care and Development *provides students with both practical and theoretical information about infants and toddler development.* Child Care in the Home is designed to prepare students as professional child care workers either in the child's home or as a family day are provider. Specialized Internship is offered during the last semester of the program and provides an opportunity for students to pursue an area of personal interest with children--either in health care or some other aspect of work with children. Examples include internships with infants and toddlers and an internship at the Children's Cloisters Museum.

Although there is a clear sequence of courses, not all students follow the sequence precisely. For a variety or reasons, the student placed with you may not have completed all of the courses in the order described. All students, however, must have satisfactorily completed the two introductory courses in order to register for internship.

OBJECTIVES OF THE CHILD DEVELOPMENT INTERNSHIP

The purpose of the Internship is to provide the student with an opportunity to make practical application of the principles learned in previous Child Development courses. At the completion of the course the student shall have:

1. Experienced at least 90 hours of classroom experience.

2. Demonstrated an ability to apply theoretical knowledge of child development.

3. Demonstrated an ability to develop age appropriate materials and experiences for young children.

4. Demonstrated an ability to work as a member of a team of professionals working with children.

5. Demonstrated an awareness of her/his own strengths and weaknesses as a developing professional.

6. Demonstrated an ability to act in a mature, professional manner.

7. Demonstrated flexibility when plans prove to be either inappropriate or inadequate.

8. Demonstrated an ability to assess the needs of an individual child and to plan methods to enhance that child's development.

9. Demonstrated an ability to balance the needs of individual children with those of the group.

INTERNSHIP REQUIREMENTS

Although the field placement is clearly the most significant aspect of the internship requirements, interns must fulfill a number of specific requirements in order to successfully complete the internship:

1. Ninety hours in a classroom setting. Students may count up to six hours of observation during site selection towards the 90 hour total. Planning time, however, may NOT be calculated in the total. A completed log, signed by the cooperating teacher, is required to verify the student's hours. The final evaluation completed by the cooperating teacher will determine 50% of each student's final grade.

2. Ten Activities. Students are required to plan and execute at least 10 activities with the children. The activities must be selected from the list of possible types of activities or approved by the college supervisor. Each of the 10 activities must be of a different type of activity. Students are also encouraged to try a variety of group arrangements--from individual to whole group activities. A written activity plan for each activity must be submitted to the cooperating teacher prior to the date the activity is scheduled.

3. Observation. The college supervisor will observe one of each student's 10 activities with the children during a scheduled observation.

4. Indepth Study. Students select a child in the class to which they are assigned who has a particular need not found in the other children. The child may have specific, identified special needs but this is not a requirement of the assignment. The student observes the child for a period of time, then writes a paper describing the child's development and particular needs, then describes specific ways to assist the child.

5. Journal. Students are required to keep a journal of their field placement experience, which is submitted to the college supervisor several times during the semester.

6. Seminar class. The interns meet in a seminar session on a weekly basis. The purpose of the seminar is to enable the students to broaden their personal experience by learning from others' experiences as well as to solve any difficulties they may be experiencing in their placement.

7. Class Presentation. Students must make at least one presentation to the seminar class. The presentation may be in one of two forms: 1) an activity which could be presented to a group of children, which is critiqued by the seminar class; 2) a problem the student is experiencing in some aspect of their placement.

8. Students must have a new song and fingerplay ready to present to the class each week.

9. Students are required to attend four workshops given by the placement office prior to completion of the course.

10. Students are required to attend at least one function of a professional organization during the semester.

CALENDAR

The schedule of each student and of each center will require individual planning for the internship. There are, however, several significant dates which are common to all participants:

September 18th	Workshop for Cooperating Teachers
October 23rd	Second Workshop
November 1st	Midterm and Activity Evaluations Due
December 19th	Semester Ends. Final evaluations and remaining activity evaluations due at the completion of 90 hours.

GRADING POLICY

Cooperating teachers are required to complete two formal evaluations of the student, one at midterm and one at the completion of the internship. The cooperating teacher is NOT responsible for assigning the student a grade.

RESPONSIBILITIES OF THE INTERN

1. Students are required to fulfill all course requirements.

2. Students must notify the cooperating teacher if she/he will be late or absent from her/his placement on an assigned day.

3. Students should be prompt (students should discuss with their cooperating teacher the expected time of arrival each day).

4. Students should respect the confidentiality of any written or oral information received about a child.

5. Students should dress appropriately. Standards will vary at each center, so this issue should be discussed with the cooperating teacher.

6. Students should behave in a professional manner at all times.

7. Students should ask questions about any procedures or practices which they do not understand.

8. When questions or concerns regarding the placement arise, students should discuss them with the cooperating teacher and/or the college supervisor, as appropriate. When in doubt, ALWAYS discuss the issue with the college supervisor!

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher fulfills a variety of important functions. Those functions include:

1. "Model appropriate teaching techniques and skills for students" (Machado & Meyer, p. 13)

2. To inform the student of her progress during regularly scheduled conferences.

3. To provide guidance in the selection of appropriate activities when necessary.

4. To guide the student in the revision of a written activity plan when necessary.

5. To review the activity evaluation with the student after each activity is completed.

6. To involve the student in classroom activities and planning to the extent that the student is capable.

7. To confer with the college supervisor during scheduled visits.

8. To confer with the college supervisor as necessary to resolve any conflicts or difficulties which occur during the placement.

9. To complete an Activity Evaluation Form for each of the ten required activities.

10. To evaluate the student's progress in a formal evaluation at the midterm and at the completion of the internship.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The college supervisor also serves a number of functions in the internship program. Those functions include:

1. To approve the placement site.

2. To inform the cooperating teacher of the requirements of the internship program.

3. To provide guidance and assistance to both the student and cooperating teacher as necessary.

4. To evaluate the students' overall progress and determine the final grades.

5. To serve as a resource for cooperating teachers.

6. To conduct workshops for cooperating teachers.

7. To conduct the weekly seminar class for interns.

HINTS FOR COOPERATING TEACHERS

1. Let your student take as much responsibility as possible.

2. Give continuing feedback on the student's progress.

3. Written tips, hints and suggestions on activity plans are helpful.

4. Let your intern work out the "tight" spots whenever possible. You may want to set up a signal which indicates that the student wishes you to step in and remedy the situation.

5. Gauge your student's ability. Some students are able to handle more responsibility than others.

6. While a period of observation may be advisable for some students, interns should be actively involved with the children as much as possible.

7. Delay giving the student the responsibility for planning activities if the student does not appear ready to accept the responsibility at first.

8. Discuss and correct the intern's performance in private after the activity if possible Some suggestions during an activity may be necessary, however, for child or equipment safety.

9. Please submit the midterm evaluation form by November 1st or whenever the student has completed 45 hours, whichever comes FIRST.

10. The final evaluation should be completed only after the student has completed 90 hours in the center.

11. Students have been instructed to consult with you on activity plans. If you wish the activities to deal with particular curriculum areas or themes, this is your choice Keep in mind that greater learning takes place if the student is responsible for selecting and planning the specific activity from within your guidelines.

12. Please try to take advantage of any special skills or interests the student has indicated on her Personal Data Sheet.

13. Please do not hesitate to call the college supervisor if a question of difficulty arises

TYPES OF POSSIBLE ACTIVITIES

Interns must offer the children at least TEN of the possible experiences from the following curriculum areas. Since early childhood curriculum should be integrated, many activities COULD be placed in any one of several categories.

The experiences must be adapted to your school's schedule and your particular class. They may be individual, small, or whole group activities.

If the student develops an activity idea which does not seem to fit into any of these categories, please have it approved by the college supervisor in order to count it among the ten required activities.

ACTIVITY CATEGORIES:

1. Bulletin Board: In order to be used as one of the intern's ten activities, a bulletin board must involve the children in some way, either in its creation or in active use. Students should give thought to the children's eye level, simplicity, relationship to the season, holiday or unit of study.

2. Art: This should be a CREATIVE experience! Students should use their imaginations, offering a new medium or a familiar medium tried in a new way.

3. Music: Students may teach the children a new song, involve them in a rhythm activity or make musical instruments for the children to use.

4. Literature: Students may center the activity around a story read to the children, or one told orally, using props, puppets or flannel board.

5. Drama: Students may have the children act out a simple story after reading or telling it to them.

6. Science: There are numerous types of science activities from which students may choose. The activity should involve discovery learning on the part of the children.

7. Cooking Experience: This may be as simple as popcorn or as elaborate as a cake made from "scratch".

8. Snack: Student should select an unusual snack for its food value and its appeal to the senses. The children should be actively involved in its preparation.

9. Mathematics: Math should be related to a life situation or concrete experience.

10. Outdoor Experience: Students may introduce a new game or activity at the children's level.

11. Dramatic Play: Students may introduce a new set of "props" to enhance and encourage dramatic play. The introduction of the materials is a significant aspect of this type of activity.

12. Block Play: Students may introduce new accessories into the block area. The introduction of the materials is a significant aspect of this type of activity.

13. Field Trip: This may be as simple as a nature walk around the school grounds to collect leaves or nuts. If the school has plans for a more elaborate trip, the student may assist with the preparation and follow through. In that case, the Activity Evaluation Form should specifically state the extent of the student's involvement and responsibilities.

14. Visitor: Students may invite someone who will enhance the planned curriculum. The student should also prepare the children for the visitor and make any necessary arrangements.

15. Parent Involvement: Students may plan a meeting for parents or assist in preparations for a special visiting time for parents in the classroom.

16. Computers: Students may either introduce a child (or two) to the computer or to a program NEW TO THE CHILD.

17. Creative Movement: Using APPROPRIATE MOTIVATION, students can encourage children to move in a creative way.

18. Reading Readiness: Such activities include table games, visual discrimination activities, etc. Students should not only create the activity but also introduce it to a child or group of children.

19. Health and Safety: Examples of activities in this category include learning about traffic signs and signals, the use of seatbelts or caring for one's body.

20. Social Studies: This category includes activities related to areas such as families, holidays, etc.

NOTE: Each of the ten activities must be outlined using the Activity Form and evaluated by the cooperating teacher using the Activity Evaluation Form.

CHILD DEVELOPMENT DIVISION

ACTIVITY PLAN

Student: _____ Date: _____

Activity:

Purpose:

Objectives:

Set-up and Group Size:

Materials:

Motivation:

Procedures:

Follow-up Activities:

CHILD DEVELOPMENT DIVISION

ACTIVITY SELF-EVALUATION

Student: _____ Date: _____

Activity:

1. Were your objectives met?

2. Positive elements of the activity:

3. How could the activity be improved?

4. Difficulties (if any) encountered with behavior during the activity:

5. As a result of doing this activity, what GENERAL areas can you identify that you need to improve in your work with children?

*Note: Students are required to complete this form for the activity which is formally observed by the college supervisor. It is NOT a requirement for the other activities but may be used if desired.

CHILD DEVELOPMENT DIVISION
ACTIVITY EVALUATION

Student: _____ Date: _____

Activity:

Materials Used:

Please evaluate each aspect of the activity on a scale of 1 to 9, with 9 representing an outstanding evaluation.

PLANNING										*COMMENTS*
1. Appropriate written plan presented in advance.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
2. Activity selected was age appropriate.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
3. Student demonstrated creativity in planning.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
4. Activity was appropriate for other classroom activities.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
5. Activity was of appropriate length.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	

PRESENTATION										*COMMENTS*
6. Appropriate motivation was used.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
7. Presentation was well-prepared.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
8. Presentation & materials were well-organized.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
9. Presentation followed lowed activity plan.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	
10. Presentation reflected sensitivity to children.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	

11. Student was able to hold the attention of the group.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
12. Student maintained positive control of the group.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
13. Student demonstrated flexibility.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
14. Manner of presentation was enthusiastic.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
15. Transitions (both before & after the activity) were handled effectively.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*

EVALUATION *COMMENTS*

16. Student demonstrated an understanding of the strengths & weaknesses of the presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
17. Student was able to accept constructive criticism.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*

ADDITIONAL COMMENTS:

Cooperating Teacher _____ Date _____

STUDENT'S COMMENTS:

Student _____ Date _____

INTERN EVALUATION

Intern _____ Date _____

Evaluation By _____ School/Center _____

Please check the column you feel most accurately describes the work of the intern in each area, using the following scale:

5 = Excellent
4 = Above Average
3 = Satisfactory
2 = Needs Improvement
1 = Unsatisfactory
N/A = No opportunity to observe

PERSONAL QUALITIES	*5*	*4*	*3*	*2*	*1*	*N/A*
Attendance & Punctuality						
Enthusiasm						
Dependability						
Organizational Ability						
Initiative						
Imagination						
Patience						
Calmness & Poise						
Self-confidence						
Sense of Humor						
Consideration of Others						
Flexibility						
Appropriate dress and appearance						
Ability to handle praise/criticism						

APPROPRIATE USE OF LANGUAGE	*5*	*4*	*3*	*2*	*1*	*N/A*
Ability to use grammatically correct English						
Voice modulation						
PLANNING AND DIRECTION						
Demonstrates knowledge of child development						
Plans activities creatively						
Presents appropriate written plans for activities						
Presents plans in advance						
Alters plans when necessary						
WORKING WITH CHILDREN						
Understands varying developmental needs						
Relates to children easily						
Creates warm, accepting atmosphere						
Is aware of varying moods						
Demonstrates impartial behavior						
Is alert to total group even when working with a few children						
Manages time well						
Recognizes when to help & when to encourage self-help						
Helps children to accept limitations						
Helps children gain confidence						
Laughs with not AT children						

	5	4	3	2	1	N/A
Handles transitions appropriately						
Recognizes fatigue & over stimulation						
Effectively controls undesirable behavior						
Enjoys working with children						
WORKING WITH ADULTS						
Works well as a team member						
Effectively communicates ideas & plans						
Maintains high professional standards						
Carries more than her/his share of duties						
Respects confidentiality						
Willingness to accept direction & suggestions						

ACTIVITY EVALUATIONS:
OVERALL SUMMARIES FOR EACH OF THE TEN TASKS

ACTIVITY DESCRIPTION	5	4	3	2	1	N/A
#1						
#2						
#3						
#4						
#5						

ACTIVITY DESCRIPTION	5	4	3	2	1	N/A
#6						
#7						
#8						
#9						
#10						

COMMENTS

1. What do you consider this student's strongest point?

2. What do you consider this student's weakest point?

3. ADDITIONAL COMMENTS:

Signature of Cooperating Teacher

Date

APPENDIX J

PRELIMINARY LETER TO INTERNS

August _____, 1991

Dear Child Development Interns:

The fall semester is rapidly approaching, and I know that you are anxious to begin your child development internships.
As I promised last spring, I have developed a new system for selecting placement sites which I think will ensure that each of you has an appropriate placement.

Since most of you hope to begin the internship as early as possible in the semester, I would like to meet with you before the semester begins to explain the site selection procedure and answer any questions which you may have.

We will meet on _____ at _____ in Room ____ of _____ Hall. The meeting should last approximately one hour. If you are unable to attend, please contact me as soon as possible.

Some of your placements have already been tentatively approved, since they are settings we have found appropriate through past experience. You will still need to attend the meeting, since you will need to go through the same procedure required of the other students.

I hope that you are enjoying your summer. I look forward to seeing you on the _____. Please call me at home (000-0000) if you have any questions.

Sincerely,

Barbara Payne Shelton
Chair
Child Development Division

APPENDIX K

LETTERS TO COOPERATING TEACHERS

September 1991

Dear Cooperating Teacher:

The faculty of the Child Development Division at _____ College is grateful for your cooperation in our Internship program. Our curriculum is designed to emphasize a combination of theory and practical experience and to encourage the student's personal growth. Forty percent of the required course work is in the area of general liberal arts, thereby providing the student with a broad educational base in addition to child development and educational theory. A copy of our brochure which describes the program is enclosed, so that you may better understand our overall program.

The Internship relates directly to the goals of the program by requiring ninety hours of sustained practical experience, observation and participation in an early childhood setting.

Each Intern should participate in the program as much as possible. The extent of this involvement will vary with the student's ability and level of professional development. Some students will be ready to assist in presenting lessons almost immediately, while others may need a longer observation and orientation period.

The enclosed material should clarify the expectations of the Internship for both the student and yourself. The following materials are enclosed:

1. Handbook for the Child Development Internship
2. Time log to record the student's hours
3. 10 copies of the Activity Evaluation form, which are to be used to record the student's required activities
4. A midterm evaluation form, which is to be submitted by November 1st
5. A final evaluation form, which is to be completed at the end of the Internship
6. An On-site Supervisor's Evaluation form, which is part of a college-wide study and is to be submitted with the final evaluation
7. Child Development Division brochure

The Handbook is a new addition to the Internship program. It was created to provide both students and cooperating teachers a single source for the answers to the most commonly asked questions about the program. Please feel free to call, however, if you

have additional questions and/or concerns. You may call me at the college (000-0000) or at home (000-0000).

I look forward to working with you during the semester.

Sincerely,

Barbara Payne Shelton
Chair
Child Development Division

Dear Director or Cooperating Teacher:

Thank you for your willingness assist _____ College with our Child Development Internship Program. We would like to express our appreciation as well as answer any questions you may have about the Internship Program.

We hope that you will be able to join us for dessert and two brief presentations on two separate evenings this fall.

The first event will be held on _____ at 7 p.m. in the _____ Room of _____ Hall. We will review the Internship program briefly and discuss the National Association for the Education of Young Children's concept of Developmentally Appropriate Practice.

The second evening will be a presentation of language and literature activities presented by local storyteller, Regina Wade. It should prove to be an informative and entertaining evening.

We hope that you will be able to join us for both presentations. Please return the enclosed postcard by September _____ indicating whether or not you will be able to attend.

Sincerely,

Barbara Payne Shelton
Chair
Child Development Division

To: Cooperating Teachers for Child Development Interns

From: Barbara Shelton

Date: 9/25/91

I'm sorry that some of you were unable to attend the dinner last evening, but it was a pleasure to meet and talk with those who were able to attend. I think that we are fortunate to have so many dedicated teachers working with our students!

After dinner we discussed the NAEYC's recommendations for Developmentally Appropriate Practice. As a supplement to our discussion, I had reproduced copies of the NAEYC Position Paper on the subject. If you missed our dinner/meeting, I've attached a copy of the article for your information.

I will be visiting each center within the next 2-3 weeks to see how things are going for you and your student. In the meantime, please feel free to call me at _____ College (000-0000, ext. 0000) or at home (000-0000) if you have any questions or concerns.

October 31, 1991

Dear Cooperating Teacher,

I am sorry that more of you were not able to attend Tuesday's storytelling and literature workshop presented by _____. Those of you who were able to attend had an enjoyable and informative evening!

I thought that you might be interested in two of the handouts which _____ provided. One is an sample of a preschool newsletter and the other is an application for membership for the Pennsylvania Children's Literature Council, which publishes a useful journal as well as other materials.

Thanks again for your willingness to work with our student. Please call if I can be of any assistance to you.

Sincerely,

Barbara Payne Shelton
Chair
Child Development Division

APPENDIX L

LETTERS OF PERMISSION

University of Delaware

COLLEGE OF HUMAN RESOURCES
DEPARTMENT OF INDIVIDUAL AND FAMILY STUDIES
111 ALISON ANNEX
NEWARK, DELAWARE 19716

CORRESPONDENT'S PHONE
(302) 451-2969

June 25, 1991

Barbara P. Shelton, Chair
Child Development Division
Villa Julie College
Green Spring Valley Road
Stevenson, MD 21153

Dear Ms. Shelton:

Thank you for your interest in The Classroom Practices Inventory. You are most welcome to use it in the practicum; I guess I thought its publication implicitly gave permission to use it.

If you have any questions, please call me (302) 451-2969 after July 1.

Sincerely,

Marion C. Hyson/npp

Marion C. Hyson, Ph.D.
Acting Chairperson, IFS

MCH/npp

AN EQUAL OPPORTUNITY UNIVERSITY

MONTGOMERY COUNTY PUBLIC SCHOOLS
Division of Career and Vocational Education
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3432

2/25/91
(Date)

From the Desk of:

Sandra Shmookler, Teacher/Coordinator,
Internship Programs

To: Barbara Skelton

___ As requested
___ Forwarded to you for appropriate action
___ Please return
___ Please reply by _____
___ For your use
___ For your files

COMMENTS: Please feel free to use the intern evaluation form.

Best. Wishes

Sandra